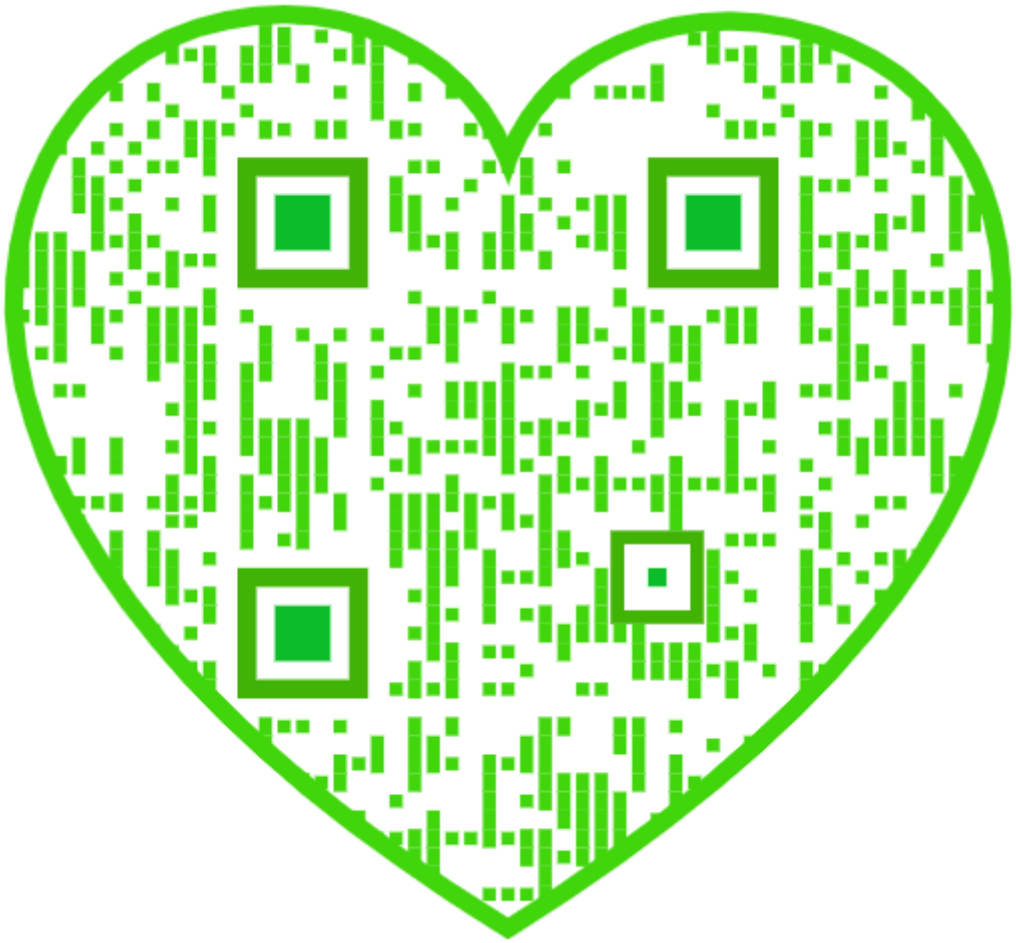

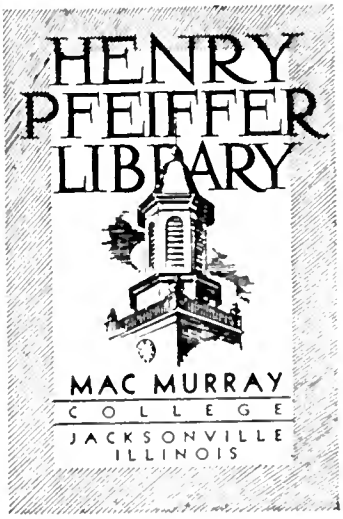

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For the Children

WE ARE NOT sure of the future. But we do have the present.

At least while we build for the best future we can we know that the children must be kept happy. Bread and a bed are not enough. There must be singing and dancing and games and laughter—for children cannot be children in a world without joy and happiness.

Now is no time to be yourself if your natural self is dull and drab and listless. Rather it is the time to act, to act as if one were alive, as if one were lighthearted because homes and cities are full of little children.

Now is the time for color. Now is the time for pageantry.

Not to keep our lakes cleared for ice skating, not to secure the maximum use of our beaches for swimming, not to keep playgrounds open, not to provide leadership for our glee clubs, our orchestras, our drama groups,—is to show that we are not thoroughbreds, that we are lacking in the fundamentals, that the stuff is not in us, that as people we cannot keep a stiff upper lip in adversity—for always and everywhere men who were men have placed their children first and have done their best to keep children free from care, gay and joyous.

Land we have in plenty for play, and of time for leadership there is no scarcity except as we create it. The cost of music and laughter for children is largely, though not altogether, in thoughtfulness, in taking pains, in really caring.

Children, however, cannot be happy in an idle world nor in a world of glum grown-ups. We must provide for activity for ourselves and all grown-ups if we are truly to keep our children happy.

If we are not willing or able to provide work for all—then we must give all a chance to be active in sport, in art, in making things, in make believe, in music, in living, so that life does not stagnate and make our children old before their time. Now is the time to keep life enriched—not to make it more barren—because—Thank God—there are the children!

HOWARD BRAUCHER.

APRIL, 1934

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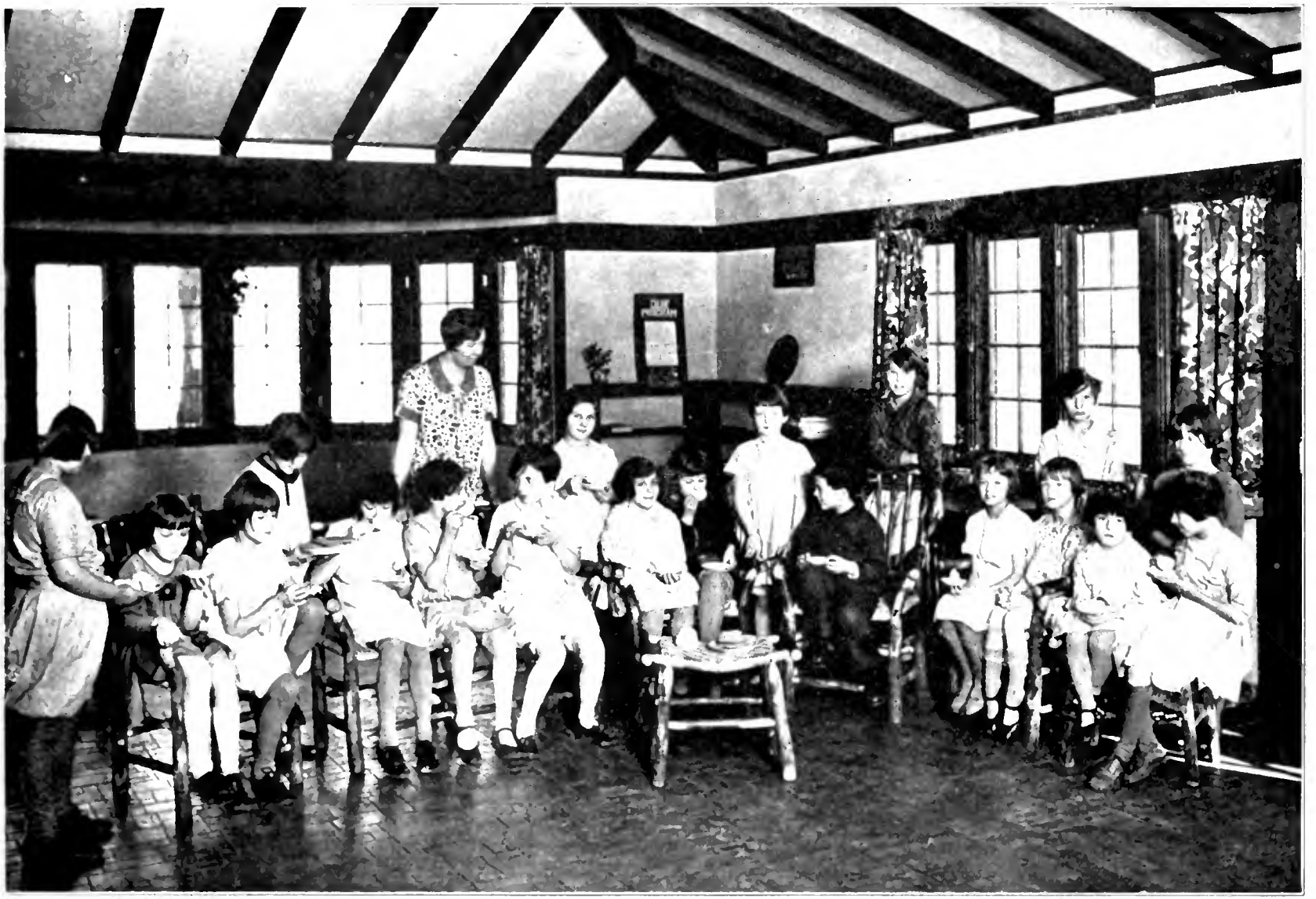

A Social Hour at One of Oak Park's Playground Field Houses

Volunteer Opportunities in the Public Recreation Program

By CORINNE FONDÉ

At the district conference of the Junior League held January the twenty-fifth, in Oklahoma City, Miss Fondé, the Superintendent of the Recreation Department, Houston, Texas, suggested a number of channels of service for the volunteer.

REALLY intelligent service in health, family, child or community welfare can be rendered only by those who have some understanding and appreciation of the entire field of social work. A most zealous service in one organization, performed in ignorance of or indifference toward another, defeats even the purposes of the organization in whose name it is rendered. All are working toward a healthier, happier, nobler race, but none will accomplish his purpose unless each sees his place in the common plan.

With this creed as our fundamental principle, I shall now for the sake of brevity and clarity confine what I have to say to the field of public recreation, although much that I shall say is directly applicable to the Y.M.C.A., Y.W.C.A., Girl Scouts, Boy Scouts and Settlements, and could even be applied to other human welfare services.

The Philosophy of Public Recreation

Public recreation programs now being conducted in 1,012 cities in the United States are based upon a simple and sound philosophy which may be stated briefly:

The child whose life is filled with wholesome, happy, enriching and ennobling experiences will form the habit of right thinking, feeling and doing.

Youth, eager for adventure, will take it—good or bad—as his community offers.

A normal boy will throw stones or balls with equal zest. If his community offers him balls, he may become the hero of the college stadium; if stones, he may fall into crime.

The normal girl desires admiration, beauty, companionship, romance. She will respond in kind to nice parties, artistic surroundings and chivalry, or to the temptations of the commercial dance hall or road house.

Family life is healthy if it kicks its heels; the family that plays together stays together.

Young people are safer in their own circle of friends, in their own neighborhood where they are known, than they are where they are not known. (We all do things among strangers that we would not do among friends.)

Our common quest as human beings is for *happiness*. Happiness makes us healthy, sane, kind, thoughtful, ambitious, energetic, good citizens.

All of us—the girl in Shrimp Alley and you and I—need more than food, shelter, raiment, or even health. These we must have to live, but we find our happiness in the wonders and beauties of our world, in satisfying human relationships, in wholesome physical exercise, in the expression of the God-given talents of language, music, art, drama, and in civic and religious service.

Ninety percent of us must do a great deal of plain hard work to earn our three meals and a bed, but the man who tends a machine and the girl who measures and sells ribbons all day, in so doing exercise only an infinitesimal part of themselves, and they become damaged human beings unless their community offers them the opportunity to express other talents and interests in their leisure hours.

Dr. L. P. Jacks, the eminent English philosopher and author, who last year toured our country in the interests of public recreation, says this

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damaged class represents 60 per cent of our population; that they breed faster than the rest of us and that therefore our neglect of them threatens to bankrupt our civilization. He goes so far as to say:

"If Christ should come today, He would soon be finding His way to the children's playgrounds and community centers where He would have an encouraging word to say to the men and women (of like mind with His own) who are helping young people to recover the best radiance of His religion in the joys of creative activity. I think He would busy Himself first and last with re-creation."

Dr. Jacks defines recreation as "the re-creation of something that gets damaged in human beings —the repair of human damage where it is repairable—and the prevention of it in the rising generation." He believes, with great health, crime and mental hygiene authorities, that if cities will spend more for carefully planned, manned and equipped re-creation programs, they will spend far less for corrective clinics, probation work, jails, criminal courts, hospitals and asylums; that when we have learned wisdom public recreation will be as universal as public education, not for sentimental reasons or as somebody's fad, but because it is necessary to the preservation of the human race.

Volunteer Service

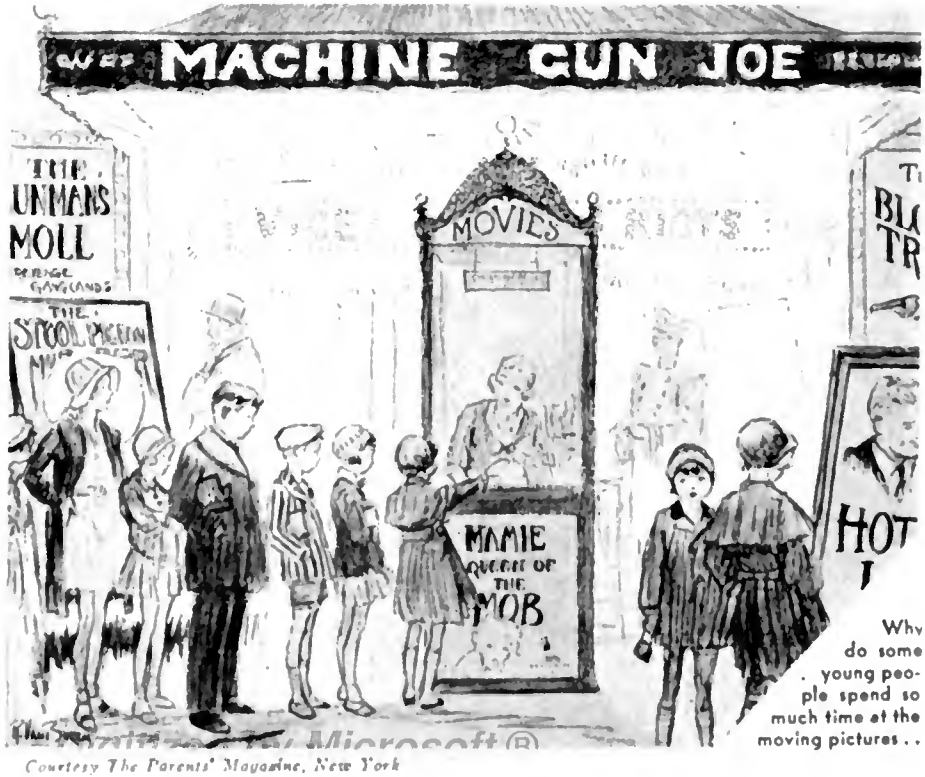
A program of public recreation should have trained, skilled leadership with high gifts of intelligence, of imagination, human sympathy and understanding — "aristocrats of the human mind, and hand and soul."

But the more gifted the professional recreation leader, the better he knows the necessity and importance of wise, strong citizen backing, the more he realizes that he must have and hold a recreation board of high-minded, public-spirited citizens if he is to have and hold an adequate program and budget.

H. S. Braucher, Secretary of the National Recreation Association, stresses the value of such a group when he says: "There is distinct need for volunteer associations and committees to stand back of the municipal body to help in safeguarding budgets and in interpreting the recreation movement to the public. Such groups, generally known as recreation councils, are functioning in a number of cities and are giving invaluable service in the present crisis."

And here is one of the places where I can see the Junior League in the picture. As I see it, you of the privileged group in our cities have the background and the power to help organize such councils and make them effective, although their membership should be representative of all interests of the city. If this idea appeals to you, I would advise you to discuss it with your local recreation executive. Being human we recreation executives each have our own ideas of organization, but we also welcome the perspective of the lay person, especially when that person is ready to roll up her sleeves and help.

The second volunteer opportunity that I would


MACHINE GUN JOE
THE UNMANS MOLL
MOVIES
MAMIE
QUEEN OF THE MOB
HOT
Why do some young people spend so much time at the moving pictures . .

Courtesy The Parents' Magazine, New York

offer you is that of serving as board or committee member. I think your Leagues can make no greater civic and social contribution than that of training your members for intelligent, responsible board and committee service.

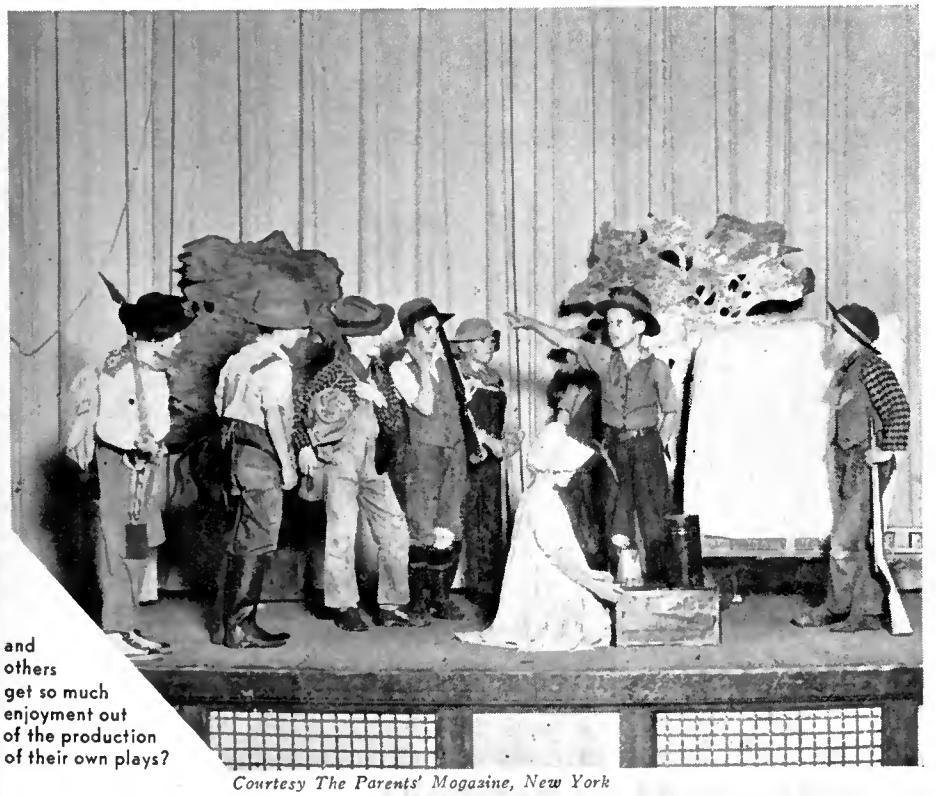
Some recreation departments make use of committees to sponsor particular branches of their work such as playgrounds, community centers, community music, drama, athletics and other activities. One of the most effective pieces of committee work in our Houston Recreation Department is that of the Public Relations Committee whose members assume the simple obligation of going to see and of taking others to see what is being done in playgrounds and recreation centers, and to talk with their friends about it if they find it worth while.

The third volunteer opportunity I would suggest is that of personal leadership of any group activity for which you are prepared—girls' clubs, boys' clubs, choruses, glee clubs, athletics, dramatics, crafts, story hours, nature hikes. For any special skill you may have there is a volunteer leadership opportunity awaiting you on the playground — a chance to broaden your own horizon and to become a cherished influence in the lives of young people in the formative period, who are usually less privileged than you have been.

Special Junior League Services

An outstanding Junior League contribution to public recreation is being made by your Children's Theater in Houston, and I understand that other cities are benefiting in the same way. All dramatic efforts hold tremendous opportunities for public recreation service, and in the field of music and art there are similar possibilities. Many of our musicians find satisfactory audiences in our community centers. Our Houston artists hang pictures in our recreation club house, and one of them has had a very wonderful response to the creative art class for which she has volunteered. Under C.W.A. we have been able to employ one of her outstanding pupils who is recruiting for her in neighborhood centers, and she is now looking forward to the day when she may have "a municipal art sanctum sanctorum," as she calls it, where the only price of admission to any boy, girl, man or woman, will be the desire to create through the medium of art.

Where is there to be found a richer field of activity for the volunteer than that offered by drama?



and others get so much enjoyment out of the production of their own plays?

Courtesy The Parents' Magazine, New York

You have artists and musicians, as well as dramatic talent in your group.

This brings me to another type of service which is the sponsorship of special public recreation projects which the municipality is not ready to undertake. Think of what it would mean to a city for its Junior League to build a municipal "sanctum sanctorum" for creative art!

(Continued on page 39)

A Model Aeroplane Association and How It Grew

By CHARLES H. ENGLISH
Executive Secretary
Playgrounds and Recreation Association
Philadelphia, Pa.

Courtesy Philadelphia Model Aeroplane Association

"It's thus men climb the stars"

ARE THERE any questions which should be answered by an executive before he considers launching a community-wide project? Most assuredly! And if preliminary investigations and planning are sound, needed confidence is created that the undertaking can be developed into a workable service.

The methods which certain chain stores use in determining where they shall locate branch stores are noteworthy. Nothing is taken for granted. Superficial evidence of nearby competition of apparent concentration of crowds or the influence of other business houses in the vicinity are not recognized until proved through rigid tests. Some of their studies seem almost unrelated to the objective sought, yet when all elements are considered they can chart the business volume and forecast trade expectancy for indefinite periods of time.

Since the methods of these commercial groups have proved successful, might not the same spirit of research be adopted in the planning done by recreation workers so that we may be more sure of our foundation before building a project? We have all of us been guilty of starting activities from an impulse; of venturing into the promotion of projects from emotional urges. We rightfully covet the spirit of adventure, and we need to respond to human impulses. Both are often the genesis of excellent ideas for projects. Instead of assuring ourselves that ideas formulated in this manner can be relied upon it is wiser to temper them, before final decisions are made, with investigation and practical soundness. Forecasting human behavior responses and activities in the recreation field are much less certain than in the business world. Consequently we need to develop a better technique.

In contemplating the promotion of projects the following questions may well be asked:

1. Will the project render a genuine service to the community? Make sure that your premise as to the need for this service has been indicated by the community from reliable sources.
2. Is the community ready for its reception? Discover the direct or allied interests that may be recruited for the project. Will these groups be large enough to launch the movement or does the project require quantity participation in order to be considered successful? If in the beginning the percentage of participation is necessarily small, has the project elements that would insure continuous growth and popularity?
3. Is the project essentially educational in character? If it does not measure up to the more recent concept of educational practices is it likely to gain respect and support from the community?

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4. Will the project appeal to the general community or to a restricted population? In case of the latter, can you justify the higher ratio of per capita expenditure of funds or leadership services?
5. Will the project require a budget and the services of executive leadership which would be in proper balance to the general program already in operation?
6. Will the project provide publicity material which will be helpful to the local recreation movement?
7. Will the project require volunteer leadership in addition to paid staff? If so, have you developed methods of recruiting and training?
8. How about facility requirements? Are the facilities readily accessible to your interested public and may they be used without burdensome fees?
9. Does the project require personal equipment or supplies that are prohibitive to a majority interested? If so, can a plan be evolved that would lower the cost to a level within reach of everyone?
10. Will the project reflect genuine credit to your organization?
11. If you are in need of strengthening your department, will this project serve that purpose better than another?

If the proposed project meets the requirements of these eleven questions and you have educated the authorities to whom you are responsible so that they are friendly to the general idea and have given their sanction to the plan, then you have laid a pretty good foundation upon which to build a successful activity.

In the development of the Philadelphia Model Aeroplane Association we applied these questions as a preliminary test in determining the advisability of inaugurating the movement. The steps taken in chronological order were as follows:

The Analysis

The youth of America did as much to develop the radio as the scientific inventors. Since the successful flight of the Wright Brothers at Kitty Hawk, youth has been as anxious as adults, or perhaps more so, to fly in aeroplanes. Youth finds in model building the opportunity of experimentation in the fascinating science of aeronautics. Every boy secretly cherishes the hope he is preparing himself for the time when he can "sit in the cockpit" and use the "joy stick" in a man-carrying ship.

Model building is difficult enough mechanically to challenge boys to achieve success and it satisfies those with mechanistic aptitudes. Another very important element in this craft project is that after a boy has spent hours of study and workmanship he can "do something with the product."

The Recreation Board of Lincoln, Nebraska, employs a young man who has been in commercial aviation to teach model airplane building in the homes of boys in all parts of the city. Any group of boys over twelve years of age may meet with him regularly in one of the shops or in their homes. An advantage of this plan is the contact with the homes which it affords the Recreation Board.

Experimentally, model building seems to have no limitations. As long as aeroplanes are flying the skies, as long as adults manifest such tremendous interest, as long as boys are told that the "game" has great possibilities for them, youth will be genuinely enthusiastic in model aeroplane building and will accept it as its special field in the most fascinating sport of the present day—provided it has the opportunity to participate in a well-organized model aeroplane movement.

The project has an impressive array of elements that make for a successful activity—educational features, the satisfaction of mechanical urges and of the experimental and inventive spirit, continued growth, as the goals are always ahead, sustained interest without regard to age, occupation of an amazing number of leisure hours (some models have taken 1500 hours to complete) and the opportunity to test one's skill in flying models at tournaments or at non-flying Scale Model Contests.

Considering that this does not exhaust the list, will you agree with me that there are few, if any, projects that have a better chance to develop a following than model aeroplane building.

The Investigation

Determined that our Association should add model aeroplane building to its services, we surveyed the situation through the following procedure:

1. We took steps to learn whether there was an interest in this field and if the youth in our city was organized into workable units. A commercial concern had developed a loose organization. Only one high school was teaching model building. Boys by the hundreds were experimenting in their homes and the sale of model aeroplane literature was revealing.
2. School authorities agreed to a plan to permit demonstrations in Junior and Senior High Schools at assembly periods and to encourage teachers to act as adult leaders for interested students.
3. We surveyed possible facilities for holding indoor contests and finally gained permission to use the largest Armory in the city on Saturday afternoons. For outdoor meets we decided to use an 80 acre tract of land free from buildings and trees, located within a reasonable distance to city transportation facilities.
4. The next step was to find a technically trained leader. Should we select an aviator of reputation, who would be free to work on a part-time basis? Should we attempt to secure a leader on a full-time basis? Full-time employment was found to be financially prohibitive. The Director of the Industrial Arts Department of the

WHEE! THIS SAYS THE FRANKLIN INSTITUTE IS GOING TO ASK US KIDS TO MAKE SOME MORE MODELS FOR EXHIBITION!
GEE! WE'LL BE FAMOUS!
C2

Philadelphia schools recommended the only high school teacher who was teaching model building as an extra curriculum subject. That teacher represented just what we wanted, a man who knew how to instruct, one who was very enthusiastic, and in addition was a licensed pilot. He was willing to instruct and demonstrate to groups during after-school periods and to accept evening assignments. He was to be paid for services on a per assignment basis.

5. We found that the materials used in building models were very expensive, in fact prohibitive, for a majority of boys. We determined to overcome this handicap by establishing a model aeroplane store for members only. By pricing materials at 20 to 25% above wholesale lists we were able to pay the rental of the small store room and employ a storekeeper. The storekeeper selected was a young man in senior high school who was the outstanding model builder in the city. He would give valuable advice as well as functioning as the storekeeper.

6. The next step was to secure a medium of stimulation and public information. We approached the newspaper that had the largest circulation, whose ideas on promotion were conservative and whose policy seemed to be educationally constructive. The promotional department was receptive but only after a most careful plan had been presented. The newspaper agreed to assign a reporter, offer daily space and on Saturdays, in conjunction with an aviation page, to present drawings and extensive feature articles on the work. The newspaper further agreed not to take credit for their part in the project. They were willing to be known as one of the sponsors of the movement but the usual blatant credit line in the daily stories was to be taboo.

7. The members of the Aero Club of Pennsylvania were requested to organize a special committee to be responsible for the conduct of all contests of the Model Association. Since the Club was a unit of the National Aeronautical Association, the tie-up was impressive. They agreed to be one of the sponsors of the project and elected their vice-president to be the chairman of the tournament committee.

8. With this preliminary set-up, the next step was to secure approval of the plan from the Board of Directors of the Playgrounds and Recreation Association, suggesting that they become one of the sponsors, assuming the responsibility of organization and direction of the project. It would involve assigning its executive secretary to direct the Model Association, of the office secretary to do the clerical work, to operate the membership store and, in general, be responsible for the development of the entire movement. The plan was adopted.

9. Achievements to date: Three important organizations had agreed to be co-sponsors of the project, each assuming definite responsibilities as follows: publicity, direction of all contests and general organization and direction of the movement. The schools had agreed to permit demonstrations and organization of groups. We had selected a technical director to be known as Field Director. Facilities for indoor and outdoor contests had been secured. A membership supply store had been planned. And we had determined there was a genuine need for such a service.

Then came the problem of finance. The Playgrounds and Recreation Association of Philadelphia was lending the services of its executive secretary and office secretary and could do no more. The Aero Club members were unable to provide a budget. The newspaper, the third sponsor, had already shown an unusually generous attitude. Would it come to the rescue? Its officials provided the needed budget and have continued to do so for the past five years.

The Organization of the Philadelphia Model Aeroplane Association

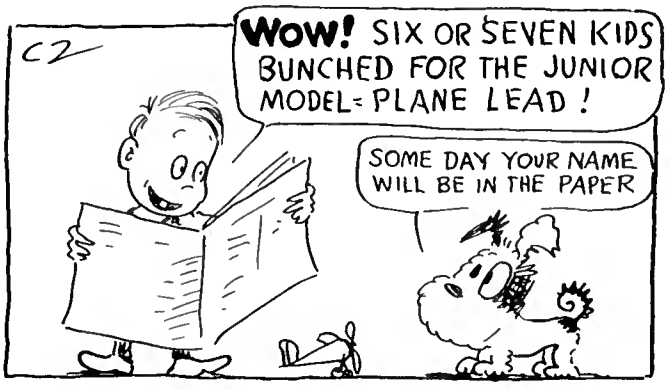
The Association is organized into units known as chapters with a minimum of ten and not more than fifteen members. Each chapter must have an adult leader over twenty-one years of age known as the sponsor. A sponsor can, of course, have more than one chapter under his jurisdiction; in fact, he can have as many as it takes to accommodate his entire group. The chapters are encouraged to have officers and junior leaders similar to Boy Scout troops. The age classification is as follows: Junior club members who are twelve years of age and have not yet attained their sixteenth birthday, and senior club members, older boys from sixteen to twenty-one years of age.

Expense. The P. M. A. A. requires no fees from its chapters. The only expense involved is that which the chapter itself may require.

Service to the Chapters. The P.M.A.A. employs directors who are expert teachers in the construction and flying of model aeroplanes. These leaders are available to meet with chapters when organized giving instructions and a demonstration. The services of these directors are without cost to the chapter.

The Association, in addition, conducts demonstrations in school assemblies, operates a store, awards pins and memberships, arranges monthly contests and promotes major tournaments in the spring (indoor and outdoor) to declare champion-

ships. Further, the Association offers suitable awards, acts as a clearing house for the activities of the chapters, aiding them in every possible way, maintains an instruction class for sponsors each Monday evening from 7:30 to 9:30, and holds a training school at the armory. All sponsors are invited to attend the instruction classes, particularly those who have had no previous experience in model building.



Membership Classifications. There are three classifications for which a member may strive and for which he may receive pins without cost.

1. Student Pin—nicknamed "Grease Monkey." This bronze pin, a Wright whirlwind motor and propeller—is awarded by the sponsor after the following tests have been passed:

   Specifications—R. O. G. Class A.
   Requirements—R. O. G. 15 seconds reaching 6 feet in height
   H. L. 30 seconds
   Written test—70%

2. Aviator Pin—nicknamed "Pilot"—a silver pin of the same design. This is awarded by the field director for successful performance in the following:

   A. Indoor endurance pusher—Class B, C or D
   Flight of not less than two minutes duration

   B. Fuselage—Class B, C or D
   Flight of 30 seconds from take off

   C. R. O. G.—Class A
   Flight of 1½ minutes

   D. Hydro-aeroplane—Class A or B
   Flight of 1 minute

   NOTE: *An* R. O. G. model may be used by adding floats

   E. Glider—Class A. Correct as to general detail
   Glide 50 feet from hand launching

   These tests are given twice a month at the training sessions.

3. Ace Pin—nicknamed "Ace"—a gold pin. This is given after the following tests have been passed:

   In this third and highest award of merit, the intention is to stimulate an enduring interest in the science of aviation. To this end the member is expected to read such matter on the subject as will inform him of the latest accomplishments in this field. He is also expected to give a short outline account of the history of aviation, touching on names famous in early days of aviation, outstanding events and achievements in this and other countries to the present time, types of planes, etc.

   The model requirements for this grade, for which the pin is awarded, are:

   A. Indoor flight record of 9½ minutes. Class A, B, C or D.

   B. Outdoor flight record of 4 minutes. Class D, E or F.

   C. Miniature model biplane and monoplane.

   Flying scale model—variations permitted—diameter propeller with compensating landing gear and 10% increased area empennage surface. The ship must ascend to a reasonable height, fly smoothly, and glide downward to a proper landing. Straight flight reaching 5 feet in altitude. Circular flight to the right a 360° turn. Circular flight to the left a 360° turn. Present the field director with a drawing and reproduced photograph of the ship. Drawing should contain sufficient dimensions to check the scale.

   This test is purposely made very difficult so that when the member qualifies, it represents the highest achievement of the Association. It would correspond to the "Eagle" of the Scouts. Only three "ACE" pins have thus far been awarded.

   NOTE: Class A, B, C, etc., are those of the National Aeronautical Association classifications.

Adult Sponsors' Class. Model building is quite technical. Many of the volunteer sponsors are interested in leading Chapters but lack the knowledge that is helpful in properly developing the members. A class was instituted, which meets weekly, and under the guidance of the field director sponsors build and fly all of the models required. Organization problems are discussed as are the newest devices and methods in both building and flying.

Solid Scale Models. The Scale Model Division was organized last October, when the world famous Franklin Institute recognized the P.M.A.A. and invited its members to make accurate scale models for exhibition in the Institute's Aeronautical Section. The director of this section has requested the members to build 89 (absolutely to scale) ships covering the first successfully flown aeroplane down to the present day types. For each model accepted, the builder will receive a medal from the Institute and have his name placed on the Honor Roll.

The Scale Model Division offers a challenge to members to continue in the model work after they have tired of building flying models, have won enough honors to satisfy them, or have reached the age where they consider flying beneath their dignity. In addition there are always groups of boys whose interest is in scale model building (non-flying) and nothing else. Therefore the Franklin Institute's request was a most happy

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solution to these problems. Other cities may find it helpful to set up a permanent exhibition in some museum or other public institution as a stimulation and recognition to those members skilled in building scale models.

In the Aeronautical Section of the Franklin Institute is a section devoted exclusively to P.M.A.A. activities. There is a case showing all materials used in building models and progressive steps are illustrated in the building of primary ships. Two cases are full of this year's contest record ships.

Tournaments and Meets

A contest for Junior members and one for Senior members are held once a month during the indoor season. The two groups are combined at the outdoor contest. The indoor season starts in November and ends in May. The outdoor season is September and October and May and June. In Philadelphia we find the fall outdoor season to be the best flying weather. The Junior and Senior classifications have each two divisions known as Division 1 and Division 2, as follows:

Division 1—advanced fliers; Division 2—the others. To advance from #2 to #1 members must make flights in three different events equal to minimum flight time Division #1.

Organization of Meets. Members are permitted to register for the meets one hour in advance of the time set for the meet. The registrar examines the ships to see that they are up to regulations. The center of the Armory is roped off and no one is permitted in this space until he has launched his ship. Judges are seated around the edge of the enclosure. The registrar assigns members to the officials who are judging certain type ships. The afternoon is divided into three 50 minute periods. A gong is used to announce the end of such periods. Each contestant is allowed three flights during the meet but he must make them during the stated time. This distributes the flights over the entire afternoon. Gas balloons attached to spools of thread are available to dislodge ships caught in girders.

At outdoor meets, the difficulty of following the ships to determine time of flights has been solved in a fairly successful manner by using a set of army field phones. The starter signals the outpost official several hundred yards away when a ship is launched. The outpost watches the ship as long as he can see it and then announces, "Out of sight" or "Down."

With the exception of the scale model contests, we follow the rules and regulations of the National Aeronautical Association.

Awards. At each meet the winners are awarded ribbons for the first, second, third and fourth place. A larger ribbon is awarded the Chapter which has won the greatest number of points. A plaque is awarded the Chapter which has won the greatest number of points for the season. At the indoor and outdoor championships held in June, gold, silver and bronze medals are awarded. This fall the ribbons to be awarded will have unusual significance. The original cloth on the wings of a 1912 Wright Model B aeroplane has been given to the P.M.A.A. for such purpose. Many famous pilots and passengers took flights in this ship 22 years ago.

Training Sessions

At least two Saturday afternoons each month a training session for novices is held at the Armory. This plan was inaugurated to overcome two very serious handicaps: (1) To give members a chance to test their ships in a space large enough, since

Philadelphia's experience shows youth willing to accept model aeroplane construction as its special field in the most fascinating of present-day sports.

MacMurray College Library

the ordinary Chapter does not have such facilities; (2) To receive expert criticism and help in their construction and flying problems. Often sponsors are unable to render such service and the novice becomes easily discouraged. With this plan they are encouraged to greater effort and, in addition, may do some flying without thought of competition. In the latter part of the afternoon advanced fliers may also use the armory for tests and experimental flying.

A very important factor in the success of this plan is the type of instruction given. We selected thirty of the most skilled Senior members of the Association to serve as an Instructors' Corps. All thirty are record holders and as such have the respect of the entire membership. These boys feel it an honor to be selected and they know how to teach and do a better job than do most adults! Each member is given his car fare for each session attended. The corps is divided into two squads. One squad reports on a certain given Saturday of the month and the other at another training session. The field director is in general charge of the sessions and uses this opportunity to give demonstrations. He also gives tests to candidates for Aviator and Ace classifications. This rather simple scheme is one of the best educational projects we have discovered.

So great has been the demand for entire sets of the plans issued in the sponsoring newspaper that a 60-page booklet was published containing 126 scale drawings with full instructions for building sixteen ships — elementary indoor planes, advanced indoor planes, and outdoor planes. In addition it contains other practical information on construction, and the national flying records. The fifth edition of this book will be available about May first from the Playgrounds and Recreation Association, 1427 Spruce St., Philadelphia.

Advisory Council

In any volunteer leadership organization it is sound practice to seek the advice of the men and women who are directing the work. They rightfully feel that they should have an opportunity to make suggestions to the management, or, at least, have a medium through which they can express their dissatisfaction or offer helpful criticism.

Our first advisory group was comprised of four sponsors and four leaders among the boys, together with the administration officers. The idea in having the boys in the council was to secure their point of view. This scheme did not work out because in the presence of the adult leaders the boys were not so free to express their real thoughts, moreover, the differences of opinion among the adults often gave them an impression of a division among the leaders that was salutary. Therefore we reorganized, and the boys now have an advisory group of eight members who meet with the director and field director. Their recommendations are presented to the sponsors' advisory group of eight members, who in turn present their findings to the Executive Committee. The latter is made up of the director, the two field directors, the scale model director and the contest registrar. The Executive Committee is the final court of appeal in all matters of controversy and in the formulation of the policies of the Association. Such a plan acts as a balancing wheel. It has worked splendidly.

Educational Demonstrations

Recruiting of the membership is largely focused on the demonstrations given at school assemblies. The associate field director, a successful sponsor and a supervisor of one of the largest recreation centers of the city, is available for school assembly addresses up to 2:30 P. M. daily. A typical demonstration is as follows:

A few minutes is devoted to the subject of what the P.M.A.A. is, how it serves members and when and how the students may join. During the talk the director is unpacking his kit of ships. Next he shows the various materials used in building models. This is followed by the actual flying in the auditorium of the primary ships, i.e., R.O.G., Tractor, Fuselage and Gliders. The flying of the ships is always enthusiastically received. Then a demonstration of a compressed air motor is given, followed by the famous Brown-Bassett gasoline motor. The climax of enthusiasm is reached when this midget motor, weighing only 7 ounces and which turns a 9½ inch propeller over 2,500 times a minute, is tuned up. (The international record of 28.18 minutes was made with this motor.) At the end of the demonstration there is invariably a strong demand to join the P.M.A.A. In fact, nearly all of our Junior and Senior High Schools, and some grade schools, have Chapters, some as many as ten. Each year new stunts are developed so that principals have no hesitation in scheduling

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Achieving Satisfactory Companionship

A plan for helping the individual to attain a more satisfying social life.

By CLARENCE ARTHUR PERRY
Russell Sage Foundation

NOT long ago an item appeared in a New York newspaper headed "Would Banish Loneliness, Organizes Young People's Club to Offer Chance for Friendship." The promoter explained his purpose thus:

"Since the city is made up so largely of people who have come from other places to pursue careers, loneliness seems to have been the inevitable lot of many fine girls and men who at the end of the day's work have found themselves too often without friends and acquaintances."

To relieve this situation he had a scheme that offered membership in a social club with a program of regular dances at which new members would be introduced to old members and a 20 per cent surplus of men would always ensure a stag line and a consequent absence of wall flowers. A social paradise!

A later newspaper account described the first dance. There was a good attendance but it included so many odd personalities that the reporter had a perfectly enjoyable time poking fun at the whole affair. Needless to say nothing more has been heard of the venture.

Just after the War a similar project was tried out in New York City. Candidates for membership filled out application forms giving data upon schooling, occupation and the locality applicant came from as well as the names of three character references. If correspondence with the latter brought evidence of nominal respectability, the candidate was admitted, upon paying the membership fee.

The main activity of the Club was a weekly dance in a central, well-appointed hotel. In the ballroom, according to a special rule of the organization, invitations to dance could be extended without introductions. Names could then be exchanged voluntarily and any girl desiring to know more about her floor partner could obtain it by resorting to an indexed drawer wherein the personal data supplied by the members were filed. It looked like a promising scheme and it actually ran for a couple of seasons.

The difficulties, however, began with the efforts to recruit members. The men, especially, wanted to "look the bunch over" before signing up. Accordingly a system of guest invitations was devised which enabled certain young men to obtain a preliminary taste of the club's program. What happened was that "many were called" but comparatively few elected to become members, and those who did were not of the most attractive type. Girls were easier to get, but again those who sought the club's privileges included many whose loneliness was obviously due to personality defects rather than a lack of social opportunity. As time went on the socially handicapped of both sexes began to predominate in the membership. They most needed the Club. Naturally they flocked to it. But in doing so they gradually destroyed its drawing power for any other class. Finally they themselves began to stay away. The Club did for a time produce an income sufficient for current expenses but it never brought in enough to carry the requisite overhead staff.

In this article Mr. Perry offers a plan which recreation workers and all leaders who are seeking a remedy for the ills of loneliness so prevalent in our large cities will find stimulating. Mr. Perry will be glad to receive comments on his suggested plan. Have you had experience which would throw light on the practicability of the plan? Here is an opportunity for worthwhile discussion on a vital problem. Let us hear from you.

Problems Involved

The Fundamental Difficulty. Any club or organization devoted specifically to the cure of loneliness is bound eventually to acquire, from

its very clientele, an unprepossessing reputation. True—not every solitary individual is odd. Some lonely persons are merely unacquainted, but of those who are isolated because of some personal unattractiveness or lack of significance, the number is woefully large. To any institution set up to increase social opportunity, they are sure to swarm in multitudes. This class, rather than the merely strange, will determine its reputation. They themselves will finally flee from it. Manifestly, organized help for the lonely must employ some indirect method.

When we look at the causes of loneliness more closely, it is fairly evident that it may result from either one or both of two conditions:

(1) Lack of acquaintances due to recent arrival in a particular locality. This deficiency of social contacts is easily corrected by arranging gatherings at which introductions can take place.

(2) Personality shortcomings which prevent appreciation and response by other indivuals. This is the more frequent cause of loneliness and the most difficult to remove. People in this class may have many acquaintances but they actually have few real friends or close companions. For them the remedy is some process which will enrich, or increase the signifiance of, their personalities.

Of course there are many cases of comparative isolation in which both causes are operative. Such persons enjoy a superficial social life but have no intimate or deep relationships. Oftentimes these individuals have latent qualities which, to be brought out, need only contact with complementary personalities. For them aid may come from any scheme that either extends their acquaintanceships or sharpens and develops their social assets.

"Become somebody and the world will make a place for you!" This is a good slogan but it does not tell how to do the trick. Essentially the process of becoming "somebody" is that of developing an asset or ability that gives satisfaction to *others*. A person might be a veritable dumb-bell and yet become an object of interest to his associates merely by learning to play the mouth organ. Then he would have something to *give* them. Ability to entertain, of any sort, is sound currency in society the world over.

Personality Defects. What are some of the commonest shortcomings that affect an individual's popularity? Obviously the first to be mentioned are those related to personal appearance such as uncleanliness of body or clothing, a faulty complexion, squinting eyes, an ungainly gait, or unsuitable clothes.

Manners show the whole personality in action. They can be as repelling as a foul breath or dirty ears. Similarly a person's speech exhibits his mind in action. The sentiments expressed may reflect a warm heart but if they are wrapped in slovenly diction their winsome effect may be lost. "Nothing to say" when the situation requires conversation is another shortcoming that holds many individuals back socially.

A more subtle effect upon social opportunity is exercised by a person's bearing. By his mien a man discloses the success or the failure of his life's purposes. Through the gait, the pos-

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Courtesy Boston Y. W. C. A.

ture, the expression of the countenance, the glint in the eye, or some combination of these, an individual's spirit looks out and reveals to the observant person secrets of the most fundamental import. By the "look" of a man we reach instantly conclusions as to what he really is.

Applying Remedies

Here and there one sees an individual who effects a cure apparently unaided. I remember a girl who brought happiness into her rather humdrum life by simple but deliberate means. She was once a rather stiff, pallid creature who had little to say and seldom "went out." Then she formed a plan. She joined a "gym" class for women. Gradually she became supple, her carriage improved, and color came into her cheeks. Next she entered a dancing class. Then she began to look for ideas about dress. Presently she was attending many parties run by a set of which she was a member by virtue of the social qualities she had acquired.

What inspired her plan? Where did she get the ideas she carried out? Some people have the good fortune to receive a training for social life from their parents. They are born into an atmosphere redolent with chat about dress and the latest doings of society. But this girl, like the majority of us, came from humble circumstances, and in addition she had received the kind of upbringing that frowns upon "worldly pleasures." When she went out to work, however, Fate was kind to her. She happened to enter an organization whose staff members were keen about leisure-time activities and from them she received both inspiration and ideas.

The problem is, what organized effort can be made to afford to the many that competence in social adjustment which is generally the heritage of the few?

It is evident that the first need is a new kind of individual counsel service. If a person is ill, his nerves apprise him of the fact and he seeks a physician. But he may be entirely unconscious of his personality defects and have no relative or acquaintance with the ability or the courage to bring them to his attention. I remember a young woman who had a rather conspicuous separation between two front upper teeth. They gave her countenance an odd, somewhat comic aspect. It was remarked of her that "she parted her teeth in the middle." Many years, vitally important to her marital destiny, passed before she realized the injury to her social opportunities being wrought by this dental defect and had it corrected.

Few people, especially in the cities, exhibit the grosser forms of uncleanliness nowadays. The purveyors of soaps, toilet preparations and cosmetics, with the help of advertising, have done much to make human bodies clean. The care of women's hair and skin has apparently become an elaborate commercial technique. There are, however, in both sexes, many individuals whose companionship would become much more enjoyable if they could have, and would follow, some individual advice about their finger nails, fresh collars, and other phases of a refined toilet. But where can the average individual get that kind of intimate advice—especially when he may not suspect that he needs it?

Generally each personality defect requires a particular remedy For unsightly teeth one goes to the dentist. For a bad complexion you may need either medicine, hygienic counsel or special forms of exercise. To secure the kind of suit pattern that best sets off the figure, you need an elementary knowledge of color and the effects of lines and masses. If your diction is bad, a course in public speaking or acting is indicated. It is only through a diagnosis of his particular case that the average individual can discover just which remedies he should apply. In a word, a social guidance service must be established.

After the individual has been given the "once-over" by an expert in personality development and a prescription has been written to meet his peculiar needs, then treatment can begin. Many of the surface failings can be taken care of by the dentist, the doctor and the various commercial services. But for the deeper and more fundamental defects the only adequate remedy will consist of courses of formal instruction.

Through instruction and practice in dancing, ungainliness in carriage can be corrected and body weight reduced. Conversational ability will be increased by the study of literature, history and current events. Girls with slender means will be able to choose their gowns more

The socio opportunities inherent in play hours and various forms of mixed recreation are very real.

Courtesy Cedar Rapids, Iowa, Recreation Commission

intelligently after a course in dress designing.

Probably the most fundamental matter for any human being is the solution of his vocational problem. When he finds the work that affords an outlet for his particular abilities or capacities, then his whole outlook upon life improves. He acquires a self-confidence that is reflected in his mien, his conversation and his relations with others. It means the attainment of one of life's great objectives.

The extent of the aid to a satisfactory occupation that is available in the extension courses offered by colleges and universities needs no elaboration here. Thousands of young men and women have already proved their value and the same door is open to thousands more.

A Three-Fold Program

Our program for helping the lonely then consists of three things:

1. Opportunities to make new acquaintances.
2. A social guidance service offering individual counsel about personality defects and the ways of removing them.
3. Courses of instruction designed to help the individual (a) overcome his personality defects, (b) increase his ability to entertain and give pleasure to others and (c) strengthen his capacities as a worker and as a member of society.

These measures, it will be readily observed, are in the main of an educational character, a fact which immediately suggests that they should be carried out by an educational institution. Fortunately most of our cities now possess municipal colleges, many of which have large extension departments. The opportunities they are now offering do much to extend and deepen the social relationships of their students but, it is believed, this important phase of college life could be strengthened and it could be made available to larger numbers of young men and women. The plan now to be presented has been aimed at precisely those objectives.

Main Features of the Plan. At the outset it should be emphasized that extreme care should be taken in the presentation of this plan to the public. If it became labeled "for the lonely ones" the plan would be instantly killed. As a matter of policy, the social motive might well be kept under cover and the motive of bringing in new students be the announced objective whenever public reference is necessary.

Externally, the scheme involves the setting up of a weekly (or bi-weekly) occasion in a large gymnasium or hall of a college or university to which might be given the name "Weekly Assembly." To these occasions two classes of persons would be invited: (1) enrolled students and (2) selected lists of outsiders. The admission to these affairs would be free, but upon the basis of invitation. They would not be "public" occasions.

At each assembly the program would consist of two parts: (1) an entertainment and (2) a play period. The first part would be composed of various numbers put on by different

classes or groups connected with the university. These might include the college glee club, orchestra, banjo club, little theatre group, the class in interpretative dancing, a calisthenic drill, a skit or an act by the little theatre group, a reading by a student from the public speaking department or from the class in diction, or a fashion show put on by the millinery or dressmaking class. Any form of presentation which would entertainingly display an activity of the university would be in order. The components of this program would not need to be finished or of a high artistic quality. Needless to say, they should be interesting.

This would be an especially good occasion for original vaudeville skits. They might be definitely promoted by the dramatic and English departments and deal with trivial college doings or live questions of the day. The cartoon has come to be recognized as an effective instrument of discussion. Why should not the university deliberately encourage the student body to use the skit in the same way? It is a method of treating controversial subjects that exhibits tolerance and urbanity. It shows ever so much more culture than a hat-smashing melee on the library steps.

Readers of RECREATION concerned with the problem which Mr. Perry outlines will welcome the announcement of a forthcoming publication "Partners in Play" which suggests the activities which young men and women can enjoy together in their leisure time, and tells what is being done in a number of cities to meet the need. This booklet will be ready for distribution about April 15th. Price $.75.

The play hour would follow the entertainment and would be conducted by a skilled leader, accustomed to handling large groups in indoor games. For occasions of this sort, there is now a special repertory of "ice-breaker" games. (The George H. Doran Company, 244 Madison Avenue, New York City, publish a series of books by Edna Geister, giving full information about games of this sort. Another helpful book is "Games and Game Leadership" by Charles F. Smith, published by Dodd, Mead & Company, New York City. The National Recreation Association has a number of booklets and bulletins.) By means of these "mixing" games large crowds of men and women can be brought into active exercise and exhilarating pursuits without change of costume or physical discomfort. Sometimes such games can be interlarded with simple folk dancing. They might end with brief periods of social dancing. Play hours of this sort have been for several years a regular feature of the Recreation Congress held under the auspices of the National Recreation Association.

The social opportunities connected with these mixed games are very real. A couple who have been chance partners in a folk dance, in a free game, or in a Paul Jones, and who have mutually enjoyed the brief contact, can, if they so desire, continue to associate after the games are over. If there was no mutual attraction, the momentary contact need not result in an acquaintanceship.

Following the games or the dancing, there might be a short period for conversation or general sociability when those so inclined could purchase light refreshments through a cafeteria service.

Controlling the Attendance. All persons would be admitted to the assemblies upon the presentation of a card bearing the holders name. Students would have a card of one color, the invited guests a card of another color.

The guests from the outside should constitute about one half of those present and could be selected in several ways. For example, lists of clerks in a department store or a bank or an insurance company could be obtained and invitations sent out to a determined number. An effort would be made to include mainly the newer and younger employees.

The invitations would announce that the university was holding a weekly "at home" to which it was inviting its friends. Mention might be made of the kind of program which would be offered. With the invitation there might be two cards, one of which would become the bearer's admission card, once it had been filled in by him with his name and been stamped by way of authentication at a vestibule office of the hall at the time of his first attendance at an assembly. The second card would also be filled out by the guest, giving his name, address and any other bits of information about him which might be desired, and would be turned in by him at the time his bearer's card was authenticated.

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An Orthopedic Playground

By JAMES A. SCOTT

FOR A NUMBER of years summer playgrounds operated as a unit of the public school system have constituted a large part of the recreational facilities of St. Louis. In the summer of 1933, the Board of Education, assisted by private philanthropy, established at its two orthopedic schools health and recreational centers to provide for the needs of those children who, because of their crippled condition, could not walk to and from the district playgrounds, or who might by unrestricted play at those places undo the results of the surgical treatment and corrective exercise they had been given during the winter term. Arrangements were made for bus transportation, the use of the equipment of the buildings and yards of the St. Louis orthopedic schools, the services of attendants for children who needed them, and supervision in health and guidance in play by people experienced in handling crippled children. In both instances, the personnel was composed of members of the staffs of the respective schools who had, during the winter session, devoted considerable attention to recreational and creative aspects of the work.

As soon as a decision to attempt the project was reached, the principals of the Michael School, which cares for the crippled white children of the city, and of the Turner School, which cares for the crippled colored children of the city, were called to assist in launching the experiment. Two weeks were spent in formulating the general aim of the centers, perfecting the details of organization and drafting a tentative prospectus of activities. All concerned recognized, however, the desirability of elasticity in the program and the necessity for constant revision as new interests and possibilities revealed themselves.

To the Turner Playground first were assigned one leader experienced in dramatics and handwork with older children, one experienced in music and handwork with smaller children, one equipped as a manual training teacher, a physiotherapist and supervisor of health, a chauffeur, an attendant to prepare the children for the physiotherapist and care for their physical needs, and a director. As their contribution to the experiment these workers served at salaries much below those of the winter term. Among the children with whom they worked were fifteen crippled by infantile paralysis, nine by spastic paralysis, six by severe forms of rickets, five by accidents, two by arthritis, two by tuberculosis of the bone, one by congenital deformity of the feet, and one by chronic infection of the left foot. Medical authorities felt that it was to the health interests of all of these children to play under the supervision of those who understood their physical limitations.

Objectives

The Turner School staff, after a careful analysis of their situation, agreed upon ten objectives which they felt should serve as ideals of attainment. These were as follows:

1. That every child enjoy himself throughout the day, unembarrassed by the consciousness of handicap which results from attempts at feats beyond his physical prowess or from a social environment the attention of which is focused almost exclusively upon his weakness.

2. That the ideal of health be so firmly established on the grounds that children will at any time cheerfully leave any recreative activity in which they are engaged to go to rest, to corrective exercise, tank exercise, shower, or clinic, and will in like spirit follow the suggestions of the supervisor of health in regard to diet.

3. That information in regard to the medical history and present physical condition of each child be secured by the leader

This article was prepared by a young Negro, James A. Scott, who is principal of the Turner School for Handicapped Children in St. Louis. Great credit is due the Board of Education, especially one of its members, Mrs. Elias Michael, together with Mr. Gerling, Superintendent of Schools, for providing the means for trying out the experiment. It is interesting to note that Mr. Scott was graduated from the University of Kansas with Phi Beta Kappa honors, has his Master's degree from Harvard, and has done post-graduate work at the University of Minnesota and Ohio State University.

It is our opinion that Turner School offers a unique experiment in the special education of several types of physical handicaps in one group which points the way quite definitely for communities of 100,000 or less.

***Alberta Chase*, Executive Secretary, Missouri Society for Crippled Children.**

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from the supervisor of health, and the play program be unobtrusively superivsed with due regard to the facts thus obtained.

4. That the play program of each child be modified from time to time in accordance with variations in his physical condition as reported by the supervisor of health.

5. That daily periods be allotted to applications of the principles of musical therapy as a measure of mental hygiene.

6. That every effort be made to give each child interests and skills in desirable modes of recreation now present in his out-of-school environment and commensurate with his physical and mental capacities.

7. That recreational skills and interests which will continue throughout life be initiated and developed.

8. That a number of forms of recreation possessing possibilities of incorporation into the program of the regular school term be tried out on the playground.

9. That each child be given daily the therapeutic thrill of success—a thrill productive of the sort of assurance in his ability to achieve which gives one the social courage to enter self-confidently group activities of community life.

10. That the exploration of the child's potentialities for self-expression and the development of individual abilities through creative art be a fundamental aim of the project.

The Program

After these objectives had been accepted as basic to the summer's work, a tentative program embodying as far as possible the principles involved was prepared. On the first day of the session a meeting of all the children was called and the program submitted to them for criticism and suggestion. This was done (1) because the children were already somewhat experienced in school government, having participated largely in the administration of the institution during the regular term, and could, therefore, give valuable advice; and (2) because the staff realized that if the project was to succeed the initial program must be expressive of the present interests of the particular boys and girls with whom they were to deal. At this assembly were voiced some frank expressions of the points of view of childhood. Of particular interest was the insistence of the larger boys upon two daily periods of modified indoor baseball rather than the one period proposed by the staff. In the light of the criticisms thus received the schedule was then re-written so that in its second stage it was composite of the thought and experience of the superintendent's office and the staff and the interests of the children. When put into operation, it was as follows:

Turner Playground Schedule of Activities

	9—10	10—11	11—11:30	11:30—12	12—12:30	12:30—1	1—2:15	2:15—3	3—3:15
Leader 1	Music and musical games for smaller children. Junior Orchestra practice.	Music—group and individual—for larger children. Senior Orchestra practice.	Handwork for smaller children: clay-modelling, vase-making, weaving, art.				Story-telling for smaller children.	Games for smaller children.	Quiet games and preparation for bus.
Leader 2	Handwork for larger girls: sewing and clay modelling.	Dramatics for larger children. (Sometimes combined with group in music.)	Games (indoor and out-of-doors) for larger girls.				Handwork. Nature-study club.	Games for larger girls.	Quiet games and preparation for bus.
Leader 3	Modified indoor baseball for larger boys.	Art and woodwork for smaller boys and girls.	Recreational reading for larger children.		Lunch		Manual training art for larger bys.	Indoor baseball for larger boys.	Quiet games and preparation for bus.
Physiotherapist*	Water exercises in tank.						Muscle training in orthopedic gymnasium.		
Attendant	Assistance with children in tank. Supervision of showers.			Supervision of rest for specific individuals.		Supervision of rest for all children	Assistance with children in orthopedic gymnasium. Supervision of showers.		
Chauffeur	Assistance with larger boys in tank. Making and repairing crutches and wheel-chairs.						Assistance with larger boys in orthopedic gymnasium. Repairing crutches and wheel-chairs.		

* Each child received from the physiotherapist, who was also supervisor of health, assignment of periods for water exercise, corrective exercise in the orthopedic gymnasium, shower, or extra rest.

Attaining the Objectives

As soon as the schedule had been tentatively adopted, the problem became one of attempting to realize the ten fundamental objectives of the term through the activities outlined. No rigid assignments were made. While opportunity for participation in every activity listed was available, the children were at all times given freedom in deciding what they wished to do. For instance, during the primary story-telling period the child might either join the group in the front of the room and listen to a story, or tell one, or he might play checkers, paint, draw, weave, work a jigsaw puzzle or do any one of a number of other things for which material was distributed about the room. The only restriction was that he play within supervisory distance of his leader. The aim, of course, was to have the story-telling sufficiently attractive to make him anxious to participate; but unless it was so, he was not pressed

to join. The same principle applied to other parts of the program. If a leader felt that one activity was receiving too much of a child's time and another too little, the procedure was to find and inject into the neglected activity elements of interest which would divert the energies of the child into the desired channels—and wait. Such intense interest in manual training, for example, developed among the larger boys during the fourth and fifth weeks of the session that they preferred spending the afternoon in the shop to going out for baseball. They were, of course, permitted to remain.

Its was the consensus of opinion among group leaders that the objectives of the playground were realized to a very great degree through simple games which occupied a large portion of each day. In the course of the session forty-two games were played, all of them taken from forms of recreation popular in the adult and child life of the outside community. This selection was based on the fundamental thesis that the home and playground experiences of the child should be a continuum of living, that educators should work for a coalescence of life in the two institutions which would prevent the all-too-prevalent compartmentalization so disintegrating to personality. The play leaders felt that one of the most important phases of the work was to take the recreationally maladjusted child temporarily out of the normal environment in order to return him adjusted to it. The children were not to be prepared to play with other physically handicapped children but with normal ones. They were to be so guided at the Turner Center that they could fit more happily into the regular pastimes of their brothers and sisters at home so that the latter would have to make the least possible number of concessions to the incapacities of their handicapped playfellows.

Game Leadership

With this purpose in mind, the playground corps approached the leadership of games. It was their hope to achieve three very specific results. In the first place, a number of children whose medical prognoses indicated they could never compete with normal children in the playing of certain games, were nevertheless given the experience of playing those games in modified form in order that they might later have the vicarious pleasure of witnessing them or of hearing or reading about them. For some of the children baseball and tennis fell in this category. Considering the fact, however, that even the physically normal American generally enjoys his baseball from the bleachers, or in front of the radio, or behind the newspaper, the crippled child is under little handicap here. The only essential is that he be given a chance to participate to the extent that he gets a "feel" of the game as a background for future appreciation. The intense desire of the children to play baseball and tennis was, of course, an additional reason for allotting modified forms of those games a prominent place on the schedule.

Perhaps a word as to the method used in adapting the more strenuous sports to the capacities of the children would be appropos at this point. Early in its experience the staff discovered that stereotyped modifications of games "for crippled children" were on the whole unsatisfactory. The procedure of each leader was, therefore, to adjust the game to the limitations of the particular group under his guidance rather than to crippled children in general. Knowing the physical condition of each child as revealed by records in the office of the supervisor of health, and knowing thoroughly the game to be played, the leader proceeded to change the rules in such a way as to conserve fully the essence of the game and at the same time to give the boys and girls opportunity for competition at the maximum of their abilities. In this matter, too, the children helped. It was their part to consult the supervisor of health at frequent intervals, to receive from her advice as to the amount and kind of physical activity desirable at their stage of improvement, and to follow that advice. The leader, of course, knew what advice had been given and inconspicuously checked the responses of the children. This technique, it was felt, provided training in a natural life situation.

Besides trying to make the play a basis for future appreciation as well as present fun, the staff concentrated its energies upon achieving a second specific aim. This was to study the abilities of individual children as they manifested themselves from day to day and to stimulate wherever possible the development of talents which, while they would not enable the children to enter unreservedly into certain common forms of recreation of present day life, would nevertheless fit them to participate in special capacities. For example, one boy with withered legs but keen eye and clear judgment acquired considerable skill as an umpire. Another with a penchant for the piano was encouraged to play dance music. The feeling was that these children would be

welcomed in such specialized capacities of the outside environment not because they were crippled and could do nothing else, but because they could function extremely well in a necessary part of a pleasurable activity. The experience of the Turner School has been that normal children—particularly those of high school age—will cordially receive into their groups crippled children of pleasing disposition and specific abilities. Boys and girls of this type would thus become "insiders" where hitherto they had wistfully lingered on the outskirts of their comrades' good times.

The third specific result which the staff members strove to realize during the periods of sport was to have the children develop skill and initiative in a number of games in which they could compete on comparatively equal terms with other children. Work on this point was of necessity with the individual. It was found that certain children had never participated in certain games because at the time they tried to learn them, their handicap had placed them at a disheartening disadvantage, but that with not too great expenditure of energy they could, on a special playground, be brought up to a level of proficiency which would eliminate this period of initial awkwardness. Another practice in this connection was to teach the child a number of interesting games not known in his neighborhood and to encourage him to introduce them. Considerable headway, it was felt, was thus made in helping him overcome the social barriers of his out-of-school environment. As a matter of fact, the enthusiasms of the grounds overflowed into the homes. Physically normal children, having heard through their crippled friends of all the fun that was being had, presented themselves on more than one occasion as unexpected guests. And more than one parent called to inquire if she might "send the other children, too." The outcome was a happier orientation of the handicapped child in his natural social group.

From these experiences in successful play came unmistakable improvement in mental health. There was, for one thing, increased self-confidence born of self-discovery. The children surprised themselves. The most common expression heard upon the grounds was the delighted exclamation, "I didn't know I could do that!" One little girl, her eyes blazing with elation, rushed up to the director and cried, "Just look at me sweat!" Never before had she felt the joy of perspiration from strenuous uninhibited childhood play. More than that, the children knew that their parents and friends were learning of their newly disclosed abilities and were therefore looking for a higher level of performance from them. It is of course, a socio-psychic truism that the individual tends to live up or down to the expectations of those about him. One of the most pernicious influences in paralyzing the initiative of the average cripple is society's belief that he can accomplish little. Through revealing to the child hitherto unrealized potentialities and at the same time making those about him conscious of the fact that he had been previously underestimated, the games possessed high therapeutic value from the standpoint of mental hygiene.

Play Attitudes

Furthermore, carefully planned conditions of the grounds made it practicable to subject the child to certain desirable character-forming stimuli invariably present in the play of the physically and mentally sound, but frequently absent from that of the handicapped. There are three possible social attitudes to which the cripple at play may be exposed. The first is the maudlin sentimentality which condones his failure to exercise the powers he has because of unintelligent pity for his weakness. This results in a softening of personality fibre which renders unbearably painful the sharp criticisms which life inevitably brings, and causes him to shrink from natural human contacts. The second attitude is that of brutal exclusion from the group—an attitude particularly characteristic of small children and one which, by its embittering effects, likewise unfits the cripple for subsequent happy social intercourse. The third social exposure is that which does not expect of him the physically impossible but which measures him by standards applicable to the normal child in all activities for which he has normal capacities and subjects him to the same sharpness of criticism by his peers for failure to achieve in accordance with his abilities. It was this third attitude which the Turner staff attempted to make part of the atmosphere of the center. Only through it, they felt,

"Wholesome play and recreation are most important in maintaining the spirit of courage and hopefulness, the self-reliance, enthusiasm and exuberant life and jollity these children exhibit, and in developing further the initiative, independence and self help that will insure their future happiness."—*Caro Lane.*

can the rough give-and-take of normal childhood sports be made part of the education of the handicapped.

And on this hypothesis the staff checked carefully to note significant differences between the play attitudes of the children under its supervision and those on surrounding playgrounds. The procedure was to tabulate and classify the expressions of physically normal children at play and to compare this classification with a similar one of the expressions of Turner children. The conclusion reached was that there was nothing pathological in the responses of the latter. In the game of baseball, as an illustration, it was found that for both the handicapped and normal groups the expressions used fell under the headings of directions to each other, comments on the umpire's decisions, teasing of the other side when it is losing, defiance to the other side, encouragement to teammates, and criticism of teammates' bad plays. There were individual but not group differences. Responses to ridicule, condemnation, encouragement, defiance and teasing were in general of the same character and of approximately equal intensity. The atmosphere of the grounds was throughout the season normal. The only effect of the crippling conditions was that each child was fitted into a position in which he could creditably function and that he knew the limitations of his fellows. There was, of course, no ridicule or criticism of awkwardness resultant from handicap. The basis of condemnation was what one could do but did not.

"Crippled children, both boys and girls, desire above all else to do the things which normal children do, and if they can in even a small measure approximate the skill necessary for the game they are quite happy. Modern care for crippled children recognizes this desire and the fact that the last thing these children want is sympathy."—*Charles J. Storey* in *The Survey*.

Varied Activities Conducted

The same principles which underlay the staff's approach to the problem of games guided them in the teaching of various forms of handwork. Through projects in clay, drawing, making of scrapbooks, furniture-making, tin work, copper work, toy-making, sewing, weaving, vase-making, and basketry, an opportunity was afforded each child for the joyous expression of creative powers—the satisfaction of the keen desire to "make things." During the course of the experiment forty-nine distinct projects were undertaken and more than three hundred articles completed. (Of particular note was the deep interest of the smaller girls in manual training work.) Here as in the other activities, an important ideal was to establish and maintain a continuity of home and school environments. The child's decision as to what he would make was motivated in each case by the purpose of making his out-of-school relationships more satisfying — of supplying a need felt in the family life. Furniture, games, toys, jewel-boxes, doll clothes, and other such articles went from the grounds to the homes, where they remained as tangible proofs of the cripple's power to do. These, together with others placed on exhibit at the close of the season, increased the public's respect for his abilities and likewise enhanced his self-esteem.

Thus the staff members felt their way from day to day, constantly mindful that the Turner Playground existed only on the justification that it was making a contribution to the solution of life problems peculiar to crippled boys and girls. And as the children worked in clay and tin and copper, the leaders were alert to note the emergence of hitherto unsuspected talents which might constitute the basis of subsequent vocational guidance. This by-product of the manumental activities will prove eventually, it was felt, by no means its smallest value. Care was also taken to ascertain what forms of manual activity were most in keeping with the physical characteristics of individual children, and some attempt was made to correlate this type of work with the corrective exercise.

Two other features of the daily program emphasized were music and dramatics. During the season a total of ninety-two different songs were used for group or individual singing or by the playground orchestra, and five plays based on familiar stories or the children's own experiences were written and presented. Of the songs, twenty-two were popular modern music and eighteen were Negro spirituals. This material was chosen because it appealed to the tastes of the children and because it was easier to get them to lose themselves in song and drama of the type they already liked than to try to develop in them at the same time new appreciations. The way in which the boys and girls did throw themselves into these activities was surprisingly gratifying. Girls who had previously retreated from public notice came out of their shells to sing solos; almost each day

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a beautiful voice the musical leader had not known about before broke on her astonished ears; and the orchestra, inspired by a recent visit of Cab Calloway, surrendered itself in wild abandon to the ecstacies of popular tunes. At their closing exercises the children presented to the public an original musical drama telling the whole story of the origin and development of the Turner Playground.

It was felt that the work done in this field was productive of some of the most worthwhile results of the project. To begin with, by giving the children a consciousness of new abilities and pleasure in their exercise and by increasing their knowledge and appreciation of the sort of music which people in their normal environments played and sang, the making of happier everyday recreational contacts was rendered less difficult for them. Moreover, the increased assurance which comes from successful appearance in public resulted in greater social ease. Then, too, since every song is expressive of a mood, it was believed that certain dispositional changes were affected by guiding certain children to lose themselves in certain types of song. On this point, of course, no authoritative statement can be made. The Turner corps, however, has decided to study further the possibilities of bringing about specific changes in emotional outlook through the selection of particular types of music for individual children.

"It is very important in modern educational practice that the handicapped should be treated the same as any other person. The award of recreation time is a call to the autonomous man. A healthy attitude toward the education of the cripple admits the rights of the handicapped."—*Hans Wuertz.*

In recreational reading, story-telling, and nature study, the leaders were single-minded in their determination to spare no pains to achieve the joyousness of atmosphere, mindfulness of health, buttressing of self-confidence, and increased adaptability which resulted from the child's other experiences of the day. Full discussions of how the playground news sheet evolved from the recreational reading of the larger boys, how the larger girls were drawn closer to nature by their little afternoon club, and how the story-telling period for smaller children became one of the most popular features of the grounds would be stories in themselves. In these periods, as elsewhere, were observable the same flowering of personality, outburst of latent talent, miraculous transformations of character and closer understanding between leader and child that made the project seem worth while. And through them all the staff members were alert to see that the formal attitudes of "school" were completely discarded and the spirit of play prevailed.

The record of this venture would be incomplete without a final word concerning the work of the physiotherapist and supervisor of health. Hers was an assignment which required something approaching ubiquity. Assisted by the attendant and bus driver, she assumed charge of the shower baths, corrective exercise in the orthopedic gymnasium and swimming tank on the prescription of attending surgeons, and daily inspection and adjustment of braces and casts. Besides, she saw that the children brought properly balanced lunches and that each child was assigned the amount of rest he needed. It was also her function to check on clinic attendance, to confer with leaders and children on matters pertaining to health, and to safeguard the grounds against contagion. In addition to this multiplicity of duties, she found time to watch the various groups at play in order to be able to check excesses of individual children. Had this part of the work been ineffectively done, the project would, of course have proved a failure. That the health interests of the children were, at every point, vigilantly protected was a triumph of conscientious, cooperative industry.

Such, in brief outline, is the story of life at the Turner Health and Recreational Center. The experiment was felt to be worth while. From the beginning the staff members were allowed considerable freedom by the Superintendent's Office, and they utilized their opportunity, not to accumulate a number of pedagogical tricks, but to apply the principles of modern education to the problem of orthopedic recreation; not to master new devices, but to acquire fundamental techniques. Moreover, in the course of play from day to day came numerous by-products which in their sum may prove of deeper significance than the values directly sought. Time and again situations developed which brought forth the finest impulses of human nature. And every leader felt he knew the children better by having lived closer to them than ever before. Finally, not the least important result of the experiences of these six short weeks was the glimpse they gave of possibilities for future work.

The New Leisure—A Curse or a Blessing?

Through the courtesy of Mr. Calkins and the *Economic Forum*, we are presenting an article which originally appeared in the Fall issue of the *Economic Forum*.

By EARNEST ELMO CALKINS

IF YOU LOOK about you at places where human beings collect and cling—on trains or ships, at street corners, in clubs or homes—you will see how little they know about enjoying themselves. They are for the most part merely killing time and killing it with stereotyped weapons—a newspaper, a cigarette, or more often patient endurance. They remind one of the old farmer who said, "Sometimes I sets and thinks and sometimes I just sets." These people have what they consider amusements elsewhere — some are on the way to them—but they have nothing they can pack up and take with them, no inward resources, none of the ingredients for compounding a recipe on the spot.

All people are bored some of the time, and some people are bored all of the time. They are badly equipped for self-entertainment. They must have some one to talk to, or play with, something to look at or listen to—entertainment furnished from the outside without exertion, even mental, on their part. Few are qualified to make the most of the increasing leisure about to fall like Portia's celebrated quality of mercy on the ready and the unready alike. Here and there are wise ones who know what they want to do, who are prepared and eager to go, but it is safe to say that the mass of mankind has as yet no need for further leisure, nor does it know what to do with the leisure it already has.

And so it is perhaps just as well the world has not been unduly blessed with leisure since Adam got his walking papers, or at least since a more or less ordered civilization based upon the gospel of work began to prevail. Work was something that did not make great demands on the imagination of the rank and file of workers. It was there and they did it, and for centuries it left few hours unfilled to be disposed of otherwise. But leisure requires a certain initiative, a good deal of that rugged individualism we are hearing so much about in this regimented age. It is a good thing that for the last two thousand years man has had something else to think about besides amusing himself. Work and religion between them have held him down pretty close to the ground. Before we can tell whether more leisure will be asset or liability to the human race we must get some idea of how it will be employed.

Work Ordained As a Curse

Isn't it curious—the sancity in which work has been held all these years, with moralists and philosophers all on its side, when we recall that God plainly imposed it as curse? Not only was man told that hereafter he earn his bread by the sweat of his brow, but God announced that he would create weeds just to make it harder, implying that work was not in itself essential but was created for the occasion as a punishment, a rather disproportionate one it seems for Adam's one slip. However, curse or blessing, work has so far been a benefit to the human race. Long hours of labor have exhausted its energies. The time required to earn its living accounted for all the hours not used in eating and sleeping. If there was any time left over, the church grabbed that. In fact, the only church that has shown real understanding of human nature provided much of such entertainment as people had for centuries. Few professional exhibitions achieve the pageantry and drama of one of the spectacles of St. Peter's—a canonization, for instance. The Catholic church took its cue from imperial Rome and kept the people quiet with bread and circuses.

Work, then, was ordained as a curse. The church, actuated by shrewd policy, created a tradition of its sanctity. Generations of children were brought up on the precept, "Satan finds some mischief still for idle hands to do." In my boyhood there were actually wall mottoes which read, "Blessed be Drudgery." And the church and

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the moralists and the politicians were right. No one then could have faced the problem of what to do with millions of people if they had not been bound by the stern necessity of earning a livelihood. There are even now political economists who doubt that more leisure will be a blessing. They feel that human nature is much the same, and that the problem of finding safe outlets for the tremendous energies to be let loose is a serious one. It is. But for more than three years we have had millions of idle both here and abroad, and they have been on the whole orderly and disciplined. Indeed the docility of the unemployed is almost miraculous, for they have had to contend with not only leisure but want. There is a vast difference between a leisure earned by a few hours' work and idleness from lack of employment. Nor should it be forgotten that what gives zest to leisure is the work that must be done before it.

If work is a curse, then its opposite, leisure, must be a blessing, and that is how it has been regarded by the workers for centuries. They have longed for leisure, not so much to do other and better things with their lives as to be free from work. Freedom from work is still all that leisure means to millions. Their state of mind is summed up in that of the Irishman who said that if he had a million dollars he would take a room at a hotel, leave a call for five o'clock, and when the boy awakened him, tell him to go to hell and turn over and go to sleep again.

Circumventing the Primal Curse

And now mankind has found a way to circumvent the primal curse. He has invented machinery which has already greatly shortened the hours of labor, and the end is not yet in sight. The working day that already prevails would have seemed unadulterated leisure to a craftsman of Queen Elizabeth's day. All laborers worked then from sun to sun or longer, as many farmers do yet for part of the year. But we now have it in our power to do all necessary work for most occupations within the compass of two old-fashioned working days a week, and when this is organized, other lines of gainful endeavor will accept the prevailing schedule and there will be more hours of leisure, excluding eating and sleeping, than hours of work.

The *New York Times* points out that surprisingly little attention is being given to one of the most important by-products of the various NRA codes—the increased leisure the pacts give to a vast army of consumers. This makes the problem of wise use of spare time an immediate one. What are these millions going to do with their additional hours? It is an amazing opportunity, but an opportunity for which the majority is ill prepared. Most people are skeptical, if not actually scornful, of the type of recreation, almost the only type, that really satisfies, namely, the expression and exercise of one's own physical and mental powers, the kind of satisfaction a few fortunate individuals find in their profession or business, and fewer still in their amusements and recreation, but which from the nature of our machine industrialism is denied to the millions—the pleasure, it might be said, of "seeing the chips fly."

Leisure, of course, is merely opportunity. It is not an end in itself. Its value for both society and the individual depends on the use to which it is put. Most people would prefer routine work to sheer idleness, whether they realize it or not. They may be irked by the daily task, but they would be bored with nothing to do. As working hours shorten, how are people going to spend the additional time? That is the big question. Let us

Courtesy Sacramento City Recreation Department

consider for a moment the standardized recreations to which people naturally turn now in such leisure as they already have.

An Indictment of Our Amusements

The amusements that occupy the leisure hours of most people are, briefly, the motor car, the motion picture, the radio and the big athletic spectacles—commercialized exhibitions of football and baseball, tennis and prize fighting—as spectators, not as participators. All these, even the motor car, are anodynes, entertainment for tired people whose energies have been exhausted by the day's work until they are merely receptive. Even when, as now, they have no work, they turn to the amusements they know best, which in the past they found sufficient. It was not so very long ago that a girl-and-leg show was somewhat cynically known as "entertainment for the tired business man."

It is not so much with the quality of these popular amusements that we are concerned, though that is open to grave question, as with their character. They are all vicarious, non-participating. Even the motor car falls in this class, owing to a curious custom which has arisen in the last three years. Since the beginning of the depression millions of people have taken to their cars, which apparently are the last things surrendered, and have wandered aimlessly over the continent, drunk with mere motion, from camp to camp. Other millions, no longer blessed with cars, have taken to hiking, traveling on the good nature of passing cars. These nomads have created a new industry, for three hundred thousand shacks have been erected in groups, or "overnite" camps, to take care of this strange pilgrimage. These cabins, by the way, present a new problem to those concerned with preserving the natural charm of the highways, along with advertising bulletins, hot dog stands and filling stations. It is distressing that so few in search of recreation are concerned with mere beauty.

The point is that such amusements will not suffice for a greater leisure. They cannot be spread over more time without palling. They do not afford the satisfaction that comes from doing, from using the mind or the body—making, creating—in contact with realities such as the earth or tools. They offer nothing to the spirit. They ignore not only the vast store of resources within, but the equally great possibilities in the world without. The movie, the radio and even the motor car, present an unreal world, mere escape. And human nature being what it is, the time will come when it will demand something to satisfy a wider range of desires.

What it may turn to is or should be the immediate concern of social economists. With their present standards and inclinations, their long servitude to the idea of being idly and mildly entertained without much effort on their own part, people will continue along the lines of least resistance, and by their lack of initiative create a new host of ready-made, uninspiring entertainments similar to those they have, passively accepted by millions who have never learned to use their own powers for purposes of enjoyment. More than that, they are apt to mistake excitement for recreation, and in pursuit of the former turn in greater numbers to the oldest diversions of the human race—alcohol, gambling and sex. They have yet

Drama is one of the leisure-time interests most deeply rooted in personal desire and preference.

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to learn there is no continuing satisfaction in self-indulgence, that the only recreations that are worth while are those that do not pall and sate, but continually open new vistas, which not only recreate but also re-create.

"Play is an alternative for those lazy entertainments which find us idle and leave us passive, since it gives us something we can do or make to exercise our faculties and cause us to experience that glorious sense of achievement." — *Earnest Elmo Calkins* in "The Lost Art of Play," *Atlantic Monthly.*

At present we find millions absorbed in predigested amusements, movies, radio, car and vicarious sport; the more exclusive thousands filling the time with bridge and golf, and only a few hundreds occupied with individual, personal pursuits, doing surprising and interesting things—making accurate pictures of the birds in America, creating beautiful books, collecting unusual and at present inexpensive tokens of earlier ages, fathoming the mystery of tools, rediscovering the immemorial appeal of gardens, turning to forgotten games such as badminton and cribbage—recreations whose merit is that they are not yet standardized popular amusement. They reflect on the practitioner a touch of individuality, originality, uniqueness, that ministers to his pride and satisfaction.

The Problem—to Make Leisure a Blessing

Among the avocations of these clear-eyed pioneers we must look for the formula which will make leisure a blessing to the millions who must still be taught not to "kill" time but to make it a living, vital thing.

The millions to which this appeal is addressed might retort that such things demand special gifts, special training. They do. But the gifts are far more widely distributed than you would think, and the training is easily acquired. Surely people who have become adept in manipulating a car, familiar with the interior workings of wireless, who have mastered such complicated and technical mental and physical skills as are required for bridge or golf, can learn to handle almost any tool, understand the "points" that make a book or pewter pot or glass bottle a collector's item, can, in short, learn enough of any craft, art, science or hobby to enjoy it and widen their contacts with the world, add new interests and make themselves more nearly well rounded, complete human beings. Every person has at least one interesting side. There are few fields of higher activities in which large numbers of people could not function with satisfaction to themseves. All that is needed is the urge. Not all can reach professional standards, but that is not necessary. The meaning of "amateur" is "lover." One does not do such things to add to the stores of the world's possessions or knowledge or beauty so much as to develop one's own powers, to taste the very real satisfactions that come from making, doing, creating. Play is something one does for the game's sake, never from a sense of duty, or for any material gain. And of course skill comes with practice, and that is one of the fascinations, the way doors open on wider vistas as one advances. It is not necessary to carve well enough to compete with the Swiss experts who make souvenirs for tourists, but merely well enough to taste the tonic quality that comes from the feel of tool against wood. The formula is for an occupation that grows with use, develops some faculty of body or mind, or both, and adds to taste, skill and knowledge.

There is really no doubt about the public and private good that would ensue if people put their leisure to the best possible use. The mere concerted effort of thousands to do with all their might things that make them better human beings would foster the common good. Many desirable recreations are cooperative, call for community spirit, doing things together—group movements, neighborhood activities, games, folk dances, play acting, pageants; beautifying towns, villages and roads; preserving and creating scenery, re-establishing interesting backgrounds of historical spots, making environment more interesting. These could be by-products of a better conception of what leisure means, but meanwhile if each individual should seek an occupation that penetrated to the innermost core of his being, in which he could attain enough proficiency or preeminence to set him apart from his fellows, develops his individuality, the sum total would be a more interesting world. It would also furnish an antidote for what is stereotyped and standardized in our present civilization.

The President's inspired idea of putting some 350,000 young men at work in the forests is big with promise. Who can foresee the ultimate effect of such contacts? Here are thousands of young men who have never in their lives before looked comprehendingly at a tree, never realized its usefulness or its beauty. For them to learn some of the methods by which forests are

preserved and developed is a distinct gain. They cannot be the same afterward. Much of the charm of Europe is due to the centuries of care given to trees. Of course, the forest primeval has beauty as well as the cared for one, but between the two, the inevitable result of contact with man's ignorance and greed, there is chaos, unsightliness, waste. If every citizen learned but this one thing, to love a tree, the physical aspect of the country would be enhanced.

The question is not, however, as to the advantages or benefits to the community, or even to the individual, of more rational and satisfying recreations. Nor is it one of finding amusements and recreations for the newly liberated. On the contrary, the list of available, amusing and satisfying occupations open to all, irrespective of financial resources or mental equipment, is long enough to fill this magazine from cover to cover.

Nor would the catalogue be complete, for avocations are as varied as the minds that originate them, and new ones are being created every day. It is enough that they are things that someone is interested in doing. A manufacturer of shoeblacking has just died. His grove of nut trees contained four hundred varieties of nuts, more than were ever gathered into one nut orchard before. When he retired from the blacking business he went in for nuts, grew them, crossed them, produced new specimens, corresponded with other "nuts," was president of a nut growers' society. Probably no one in the world ever thought of growing nuts as a hobby before, but what of it? That fact gives the idea its charm. The point is that if nuts interested Mr. Bixby more than anything else, then nuts was the interest for him to follow, no matter what his friends and associates did—or said. He might have ridden to hounds, or raced a yacht, or collected trophies, or raised orchids, or become a champion pistol shot, or subsidized an orchestra, or any one of a thousand things men with some means do when they give up work for leisure. But he knew what he wanted to do and did it.

How Are People to Learn?

The real problem is, how are people to find this out? How are they to be taught, exposed to inoculation? It is easy for such things as backgammon or jigsaw puzzles to spread like an epidemic. They are fads. They flourish in popular favor and wither as soon as the craze passes. They have no roots in personal desire. For every one who takes them up through preference and interest, thousands adopt them imitatively and without thought. A real interest is the exact opposite of a fad. Its essence is its individuality. It expresses a need, not of the mass mind, but of one isolated human mind. Something is required to

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Courtesy National Forest Service

Fletcher Farm Invites You!

By ABBIE GRAHAM

FLETCHER FARM, an informal adult education center located at Proctorsville in Southern Vermont, extends to persons who have summer leisure a two-fold invitation: first, that they come to the Farm to enjoy a vacation in this Green Mountain section of New England; second, that they engage in study courses and discussions offered by the Farm.

The Farm itself has for about one hundred and fifty years been the property of the Fletcher family. It consists of two white farmhouses, barns, meadows, hills and streams, 530 acres in all. It has been given to a board of trustees of thirty-six men and women who will conduct here a series of study courses and conferences along lines of interest to men and women. Arts and crafts, drama, music, economics, group leadership, social problems, and many other allied subjects will make up the program of the summer.

The 1934 Summer Calendar

May 18-20—*College Week-end*—for students of Vermont and New Hampshire to discuss the student's adjustment to the after-college community.

May 27-June 1—*Camp Leadership Course*—for directors and counselors of girls' camps, conducted by Abbie Graham, author of *The Girls' Camp*.

June 4-6—*Seminar on the Town and Country Church*—for ministers and religious work directors. Conducted by Benson Y. Landis of the Federal Council of Churches, and Julia Hogan Fenner, specialist in religious drama.

June 10-16—*Farm Women Week*—for Vermont farm women. A week of recreation and study. Directed by Marjorie Luce, State Home Demonstration Agent of Vermont, Julia Hogan Fenner, and Abbie Graham.

June 18-22—*Institute on Social Problems*—directed by L. Josephine Webster, Director of Social Work Supervision, State of Vermont. Of interest to overseers of the poor, church workers, and other groups concerned with social problems in Vermont.

June 23-24—*Conference of Rural Teachers*—directed by John Holden and assisted by Elsie R. Clapp, rural school specialists. To consider how best to stimulate creative teaching in the rural school.

June 24-July 14—*Arts and Crafts Course*—directed by Ruth Perkins. A course of special interest to rural school teachers, librarians, community craft teachers, and to individuals working for their own pleasure. Pottery of all kinds, design, book-making, block-printing, weaving and other crafts will be taught. During the first ten days of this course special discussions on the rural school will be led by Mr. Holden and Miss Clapp.

July 15-28—*Club Leadership Course*—directed by the National Y. W. C. A. and open to officers and leaders of business and industrial girls clubs of of Y. W. C. A. and to Girl Reserve advisers.

July 29-August 4—*Music Leadership Institute*—directed by A. D. Zanzig of the National Recreation Association. Of interest to leaders of music in community, church and school, and to individuals who enjoy music. The program will concern itself not only with music but also with drama and recreation, especially American and English country dancing, pipe-making and the appreciation of radio music. Julia Hogan Fenner will direct the drama work of the Institute.

August 4-5—*Conference on the National Recovery Program*—led by Benson Y. Landis. A seminar to review and analyze the main aspects of the agricultural and industrial program, public reactions to the programs, the social and ethical aspects.

August 6-19—*Experimental Drama*. A course on drama, the writing, acting and directing of plays, will be conducted by Julia Hogan Fenner. Registrations should be in by May 1st.

August 19-September 1. — *Leadership in Organized Groups*—directed by Grace L. Coyle and A. D. Sheffield. This will be of interest to those who are concerned with the development of the programs of organized groups in the educational and social work field. This course will consist of the program making of groups, techniques of leadership, and underlying sociological concepts.

Those who desire information on these courses and conferences are invited to write to Miss Abbie Graham, Director of Fletcher Farm. Address until May 15th, 10 Miller Place, Bronxville, New York; after that date, Fletcher Farm, Proctorsville, Vermont. Registration for a course is usually $1.00; tuition, $5.00 per week; board and room, $15 per week.

Music Institute Week

The program for Music Institute Week as outlined by Mr. Zanzig will be of interest to recreation workers. The Institute program, which will be open to "men and women who are interested in music for their personal enjoyment, or who desire to increase their skill in the leadership of musical groups," will include the following:

1. The learning of good songs and simple part music suitable to whatever groups of children or adults and whatever occasions are of interest to persons attending the Institute.

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How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

LIGHTING is undoubtedly the most neglected, by amateur producing groups, of all the arts and crafts of the stage. The average play is lit by the simple expedient of turning on all the lights that happen to be available, and on with the show!

The experienced director realizes that light, next to the actor, is his most subtle and mobile medium for the creation of atmosphere and mood. With it he can not only arouse feeling and create a state of mind, but he can suggest the time and place of the action, tell something about the weather, and enhance, change or kill the color of costume and scene. He knows that he can paint his setting with light as well as paint, and that it is a magic wand which allows him to use inexpensive material in the creation of rich and lustrous illusions.

The usual amateur stage is underlit through lack of lighting equipment. The stage must be illuminated strongly enough for the audience to see not only the actor but any expression that may be registered upon his face. The first consideration in stage lighting, then, is *visability*.

Usually most of the light comes from over head, either from border lights or from baby spotlights and small floodlights clamped in overhead battons. Light may also be thrown on the stage from spotlights in the house. These spotlights are usually placed in the front edge of the balcony or behind a beam which conceals them from the audience and which extends across the ceiling of the house ten or more feet in front of the proscenium arch.

Light may also be thrown upon the stage from the sides, through the wings, or setting doors, windows and other exits. Olivettes or bunchlights are usually used for this purpose.

The purpose of footlights is to kill the shadows that otherwise form beneath the brows, nose and chin of the actor, interfering with expression and, if the overhead lighting is strong, giving the illusion that all actresses as well as actors are wearing chin beards. The footlights should throw the light up on to the stage at an angle of about forty-five degrees. They should be strong enough to kill the shadows mentioned, but no stronger. Usually thirty or forty watt lamps are used in the foots.

The second consideration in stage lighting might be termed *interpretation*. Light is used to suggest mood, atmosphere, weather, time and place.

Comedies should be brilliantly lighted; tragedies may be more somberly lighted. Comedy played on a dim stage is seldom funny. In a mystery or "spooky" scene the lights may be dim, or if the situation in the play will allow it, of a color to arouse that atmosphere, such as blue or green. Again, the lights may be so placed and regulated as to throw weird shadows upon the walls or ceiling.

Shadows add greatly to the mood of a scene, provided they are used skillfully. They make a scene more plastic, give it depth and interest. They should, however, always fall where they belong. Shadows do not fall up on the sky or upon a window, if that window is a source of light. Shadows should always fall away from the apparent source of light. If the scene appears to be lit from a floor lamp on the right of the stage, and an actor is in the center of the stage, his shadow falls away from the lamp, not towards it.

Lamps in "prop" lights (floor lamps, bridge lamps, chandeliers, etc., which appear to light the scene) should be very weak, ten or twenty watts.

There is more to lighting a play than just the turning on of any lights which may happen to be available!

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Otherwise they will blind or strain the eyes of the audience. The effect of light coming from them is obtained by an overhead spotlight or small floodlight focused on the "prop" light.

The stage should always appear to be lit from natural sources, such as doors, windows, sky, fireplace or property lamps. This effect is secured by having the portion of the stage nearest the source of light a little brighter than the rest of the stage. Spotlights or floodlights focused upon the portion to be more brightly illuminated are used to secure this effect.

The sky, if visible, should be more brilliantly lit than the rest of the stage, not only to give the illusion that the light is coming from it, but to kill any shadow that might be thrown upon it.

A stage evenly lit by means of borderlights and footlights alone is usually flat and uninteresting. Like a good picture, the stage has a "center of interest." This center of interest is usually more brilliantly lit than the rest of the stage. This is generally done with overhead or house spots, the edges of which have been masked; that is, a piece of tin or cardboard with an irregular hole in the center is placed before the spotlight lense, so that the spot of light thrown is irregular in shape and blends in with the other lighted areas of the stage.

As the scene progresses the lights may be gradually changed in intensity, or the color may slowly change to another hue. This is done with dimmers, a machine used to increase or decrease gradually the amount of light thrown from the lighting equipment. On a stage well equipped with dimmers, spots and floods, light becomes mobile and can move about, change in intensity and color, and express moods almost as well as the actor.

Steel blue light is used to suggest moonlight. Magenta is used to suggest sunrise or sunset, and is also used in fireplaces. A white light is usually used for sunlight scenes. The white light may be tinted with just a touch of yellow or amber light.

The third consideration in lighting is *color*. Colored lights are used in lighting even an ordinary or "white scene." A colored light brings out its own color and kills or changes any other color. Therefore, in order to bring out all the colors that may be in the costumes and the setting, all colors of light should be used in the lighting scheme. This is obtained by using the three primary colors in lighting red, blue and green. These three mixed together *in the air* produce a white light. All other colors in light are made of these three primary colors. If they are used in the lighting scheme, every color upon the stage will be enhanced and given its full value.

The footlights usually have a preponderance of white, straw and amber lights. Mixed in, however, are a sprinkling of blue and green lights and a very few red lights. Beware of using too much red in the footlights, otherwise your actors will appear to have blotchy complexions.

The borderlights, or overhead spots and floods, have a preponderance of white lamps, with a sprinkling of red, blue and green lamps. Enough white light is used to wash out the colored light. In other words, the colored rays are invisible to the audience, but they are still there, bringing out all the colors in the setting.

Amber light is exceedingly popular with some directors, due to its soft attractive hue, but beware of it; it kills color, especially the blues, which turn to a muddy brown, and may ruin attractive costumes and setting.

Colored light in spotlights and floodlights is secured by using a gelatine medium in front of the lens or mouth of the equipment. This may be secured from any stage or motion picture supply house. A tougher and more durable material which is highly recommended is "transolene."

Every stage should be equipped with the following lighting equipment: a set of dimmers, footlights, borderlights or better, overhead battons with a number of baby spotlights and small floodlights clamped to them, a number of olivettes and bunchlights on standards to be used from the sides of the stage, and a good switch board. Commercial lighting equipment, however, is expensive and a great deal of it is out of reach of the amateur group. All of this material, and much other equipment can be made very easily and very inexpensively.

Remarkably interesting, beautiful, and effective lighting may be secured by using homemade lighting

(Continued on page 45)

Readers of RECREATION who are following Mr. Knapp's series of articles will be interested in knowing that a chapter of *Play Production Made Easy* issued by the Drama Service of the National Recreation Association ($.50) contains information on homemade scenery and lighting. The booklet tells how to make a bread tin light and a milk pail floodlight, and offers general suggestions on producing lighting effects.

Camping As a Factor in the Child's Development

Photo by Hiram Myers

An outdoor singing group at camp

By DELITE M. MOWER
New York City

THE SUMMER CAMP has become a fixture in modern life. At the first sign of spring parents begin to cast about with a view of finding places in the great out-of-doors where their children can spend a part of their summer vacation in wholesome recreation, accompanied by special instruction with able leadership. The companionship and genial contacts of camp life, together with the adventures of a program which fosters health and happiness amid nature lore, are ever engaging to the boys and girls.

The primary objective from a leadership point of view is to give the campers the happiest and most beneficial developmental opportunities possible. Every phase of camp life must be directed with definite standards for the individual needs of the child. Such standards include health-giving energy, nature study acquaintance, wholesome fun and social adjustment which develop self-reliance, joy of achievement, altruistic tendencies and character building. Most campers have a keen sense for evaluating camp life, and it is always well to stress the purposeful way of living harmoniously together and to encourage self-expression and initiative in selecting activities for special interests and talents.

Children arrive at camp with deep secrets hidden away in their minds as to just what they hope to do or to gain from their camp experience. Many revolt at a formal program with exact time schedule for each activity, and it is not well for the staff to insist on rigidity or compulsion in camp activities. Instead, a varied program should include activities which challenge worthy traditions, friendships, personal adjustments, fair attitudes, capabilities, development of skills and the appreciation of the finer things in music, literature, art, nature and human personality. With adequate counselor staff supervision can be given so that special interests can be carried on. The children can easily be exposed to the various activities. I know of no better way of adjusting children and integrating them into a program or aiding them in adopting their hobbies than through definite hobby hours.

Hobbies

Group division for program building proves very satisfactory. This allows all campers the same opportunities, though it is well to permit the children to choose their activities as far as possible.

There lies in every child the craving for self-expression and the opportunity for recognition. The idea of a hobby is not to do blindly what every one else is doing, but to find a special means of self-expression. In no place can hobbies be developed as they can be in camp.

The fun begins after an introduction in assembly when the director outlines the program, thus giving the campers an opportunity of comparing the activities and applying them to their needs and interests. The special department counselors are

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then asked to speak and present the activities of their departments. One dramatic counselor while explaining her department said: "Today we are all going to ride hobby horses around the camp. Watch for a real masked knight on a real horse who will bring you the news as to how we shall play." Within an hour after the children had returned to their houses they saw the knight dressed in a bright red mantle come riding forth on a white horse. He carried with him the hobby hour sheet which he presented to the counselor who placed it on the bulletin board. No sooner had the knight galloped away than the children had signed on the sheet which carried the following caption:

"Hobby Hours are periods in which campers may develop their special interests. Please sign up for your hobby under department counselor. The following hobbies offer a range of choice":

NATURE LORE
- Outdoor Cooking
- Camp Craft
- Forestry
- Trees, Bird Lore
- Fern Boxes
- Astronomy
- Gardening
- Trapping
- Flower Boxes
- Star Charts
- Labeling Trees
- Totum Poles
- Knots
- Sparder Prints

WATERFRONT
- Swimming
- Diving
- Life Saving
- Canoeing
- Rowing
- Water Pageantry
- Water Carnival

MUSIC
- Group Singing
- Piano
- Operettas
- Toy Orchestras

ATHLETICS
- Corrective Gym
- Baseball
- Basketball
- Volley Ball
- Tennis
- Archery
- Hiking
- Track Meets
- Hare and Hound
- Tumbling
- Ping Pong
- Paddle Tennis

DRAMATICS
- Story-Telling
- Pageantry
- Circus
- Plays
- Pantomime
- Masquerades
- Shadow Graf
- Costuming

DANCING
- Folk
- Social
- Interpretive

ARTS AND CRAFTS
- Art Sketching
- Leather Craft
- Paper Craft
- Wood Carving
- Kite Making
- Pottery (outdoor firing)
- Weaving
- Decorating Indian Tepee
- Rock Garden
- Bird Houses
- Puppets
- Marionettes
- Jewelry

MISCELLANEOUS
- Camp Fires (various types of fires)
- Photography
- Library
- Map Making
- Newspaper
- Picnics

The following instructions were issued for hobby hour:

First day campers may move from one activity to another.

Second day campers may remain at least three days in chosen hobbies.

Those especially interested may remain in the hobby hour a longer period to complete project or craft. Counselors who are in charge of each department will see that children sign up, and will assist in stimulating the creative powers of each child as much as possible.

From an administration standpoint it is always interesting to observe the groups becoming organized and adjusted. Some are large in number while others at times are very few, depending on the project. An adequate number of counselors is necessary to assist and guide the campers.

One nature study group in our camp called themselves *Scouts of Adventure* and decided to explore the camp, first of all to enjoy its scenic and historic beauty. The spirit of adventure was symbolized by pitching a tent in the form of an Indian tepee which the Craft Department decorated with Indian designs. During hobby hour the Dramatic Department assisted with the Indian ceremonial at the dedication. This tent was used by the Scouts of Adventure as headquarters for a nature study museum from which the Scouts went forth with eager ears and open eyes to discover specimens such as rocks, leaves, flowers, nuts, seeds, moss, butterflies, cocoons and various insects, which they studied and placed in the museum. They also held outdoor cooking groups, special camp fire parties, powwows, ceremonials and overnight hikes with astronomy talks and observations.

First aid and health talks were sponsored by this group. All campers interested were invited to join when a member from the medical staff spoke on first aid. Bandaging was demonstrated and the children learned how to make a stretcher by folding a blanket which could be used to carry an injured comrade in case of emergency.

Arts and Crafts

Miss Mower, Director of Girls' Work at Henry Street Settlement, writes here of some of the activities conducted at the summer camp maintained by the Settlement, and tells of the values she believes these activities and the experiences of camp life have for the development of the child.

Arts and crafts play a large part in a camp program. Many worthwhile projects of high educational and cultural value leave lasting impressions on the minds of the campers of various ages. Of utmost importance is the good comradeship which is gained by working

and playing together. It is only by doing the thing that is liked, the thing that is an expression of their own individual and creative power, that the campers gain an appreciation of their own strength. It is through this that enduring friendships are made. Skill is acquired as curiosity and interest develop, and one triumph always leads to the next. Many times crafts open new worlds to the campers.

Little Mary, making her first marionette, achieved much as she labored long and seriously making the clay head, cloth-jointed body and dress of well-chosen colors, and finally strung the little character and wrote the plot for the play. Mary was not always aware of the many problems which she solved nor the perseverance required. She was only absorbed in making the marionette "so it will talk and act." Extremely opposite in artistic temperament is her little friend, Sadie, who when asked by her counselor if she would not like to make a pottery bowl for her mother, replied: "Aw, I should spend my time making a pottery bowl for my ma, when I can buy one on the pushcart for a nickel. Come on, let's join up with the water carnival group. I like to swim." The little boy who builds a radio set or repairs the car toils with zest and energy, unaware of time or worries. The fun lies not in possession but in pursuit.

Photo by Hiram Myers

Can anyone doubt this camper's pleasure in mask-making? And he is only one of many!

Art Metal Craft. Boys and girls, especially those with a degree of patience, find an inexhaustible field for exploration in creating pieces of jewelry and useful articles from German silver and pewter. In the better equipped camps, brass, copper, gold and sterling are used. Simple articles such as bracelets, letter openers and ash trays can be made from German silver and pewter. Children can make these items in two or three hobby periods, and they always show considerable pride in their accomplishments.

Costumes. The making of costumes, when the campers let their imagination take wings, is always most engaging. Because they are worn only once or twice, costumes can be inexpensive but at the same time smart and colorful. The main thing is line, color and effect. Crepe paper and cotton fabrics are most useful.

An interesting camp project is preparation for International Evening when different groups dress, act and depict the festive life of people in other countries. The program begins at dinner when the campers come dressed in their costumes and each nationality is grouped at its own table. International songs, stunts, dances and skits carry out their costumes and table decorations. Such an evening is a beautiful example of the satisfactory correlation of subjects in the dramatics, music and crafts departments. Flags of other nations always fly high about the gay dining room, and the joyous laughter of campers and staff tell a story of worthwhile endeavor.

Boys find no end of interest in mask-making, when they are to utilize their efforts for a gala party or even for decoration purposes. I remember one group of little boys who worked for days making grotesque masks to be used in an act at a birthday camp party.

Mask-Making. Every one loves to masquerade and to live, if only for a little while, in another role. The ability to paint and model helps one considerably in mask-making. Imagination is also necessary. There are a number of methods employed, but the easiest and least expensive is that of utilizing clay or old paper, or even paper toweling soaked in water to make a papier-mache solution. This, with glue, paint and varnish, can be masked on to the model and within a short time any number of clever masks may be made.

Leather Projects. These are always interesting projects in the art program. Boys and girls enjoy making bookmarks, purses, cases for various purposes, lanyards, moccasins and notebook covers. Quite often an entire camp party will return home with presents for members of their families created in hobby periods.

Other Handcrafts. One group of little girls showed remarkable ability in weaving beautiful mats and belts on hand loom frames. The design and colors were particularly interesting. Several of the group made purses from raffia; some made attractive needlework bags from yarn and fabrics. I recall one group of boys which made most fascinating toys from corks and another which created musical instruments from cigar boxes.

Rock Gardening

All young campers, but especially those in the adolescent age, show great interest in camp gardens. Some prefer the formal garden where beds of vegetables, berries and hardy perennials grow, but as a camp project which is to continue year after year, the rock garden ranks high. Why not let the children who come to camp from overcrowded city tenements and apartments enjoy the beauty and the adventure of building and caring for a camp rock garden?

The most suitable place for such an undertaking is a site a short distance away from the camp building on a slight slope with the south and east exposed to the morning sun. Fertile soil is a necessity. Informality must exist everywhere to be in keeping with Mother Nature and to produce a natural effect. Before the materials are brought to the location grading and drainage should be considered. Next come the plans for the paths leading to and within the garden. They should be narrow and made to ramble among the rocks in such a way as to allow the children to cultivate and care for the plants.

The carrying of rocks from a distance can be made an interesting game to the children. While building a rock garden at camp we used the following stunt: First we appointed a captain who selected a marker within range of a goodly supply of stones. Then we had the children take turns throwing the stones at the marker, which was moved nearer the garden plot. The fun continued until the pile of stones reached the garden. This was much more fun than just lugging stones from one place to another!

In placing the rocks in the garden avoid too great repetition and regularity. Only a portion of the rock should be exposed. Rocks stand for stability and permanence, so try to produce that effect. Each one should be firm enough to permit stepping on it without fear of slipping. Limestone or sandstone weather well. Best of all are field stones or stones from old stone fences.

A great deal of planting can be done by the different groups as the work progresses, since the different children will have various tasks. Sone will want to build the garden, while others prefer to plant and cultivate. It is well to have a variety of flowers, such as columbines, pinks, alyssums, saxifrages, sedums, rock cresses, portulaca, bell flowers, violets, candytuft, rock roses and nasturtiums. A portion of the garden area might contain some varieties of biennials which require two years to complete their life and bloom the second year. Perennials live more than two years and produce flowers and seeds over many seasons.

In planning the garden, children like to arrange for special features as, for example, one or two stone sun dials, a central place for astronomy observations of the stars or perhaps a very favorite and sacred spot for special council meetings.

The rock garden has a double value aside from providing a project for one season or one group of children; it can be carried on by many successors. The children may begin in the early spring in the clubs, classes or homes by making hot beds or small flower boxes where seeds are planted for transplanting at camp. This provides nature study material as a club project and carries on as a camp interest. Even in the late fall the flowers can be used for decorations for important entertainment parties or banquets.

Social Music and Dramatics

Music plays an important part in a camp program. Campers always look forward to assemblies when old songs are reviewed and possibly new ones learned. These usually include folk songs of various countries, Negro spirituals and camp songs. During the special group music periods operettas, choruses or just "singing together" are always a joy to the camper.

Drama is easily correlated with music, and the plays, skits and operettas often need close cooperation from the music department.

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A Circulating Picture Club

SINCE THE DAYS of Benjamin Franklin there have been circulating libraries for Philadelphia to be proud of. And now the city has a Circulating Picture Club which enlarges upon the book loan idea and issues art works to borrowers, thus giving the Quaker City prominence in a fine altruistic movement. The result also has been the establishment of a unique and popular institution which is one of the first of its kind in the country.

The club maintains a lending library of original paintings by American artists. Those who love beautiful pictures may borrow them as easily as books are taken from a library. These loan pictures are chosen from the viewpoint of being "livable"; they offer innumerable opportunities to decorate and transform a home. New and larger leisure has sharpened public consciousness to the need for beauty. Requests for the loan pictures are becoming more frequent. For a nominal fee they are issued under a set of rules and regulations such as are maintained by a library.

The sponsoring organization is the Philadelphia Art Alliance, which some years ago evolved the plan of sending pictures out to annual subscribers. In less than ten years this circulating gallery of five hundred portable pictures has been transshipped to club members over a wide area, as far west as Indiana and as far east as Springfield, Massachusetts.

Those who dreamed vaguely of some day owning a fine original painting may now, through their annual membership in the circulating collection, look daily upon sunny landscapes or the rioting colors of midsummer bloom; may be companioned by delightful portraits or enjoy the stirring drama of the sea; may tranquilize the spirit with a glimpse of quiet countryside, or the majestic peace of mountains and silver lakes.

Circulation of the pictures has been intensified, especially in an area within a seventy-five mile radius of Philadelphia. The recipients include schools, clubs, libraries, recreation centers, institutions of every character, settlement houses, business offices and numerous individuals.

It costs ten dollars for an organization or individual to join the Circulating Picture Club for one year. Eight paintings or sixteen etchings may be borrowed during that period with a single canvas or two etchings, if preferred, to be re-

"Mackerel Boats," by Hayley Lever-one of the pictures hung in the annual exhibition of the Philadelphia Art Alliance.

tained for one month. In such an easy, convenient way does the organization open the door to full enjoyment of beauty where it may be savored with the joy of leisurely contemplation—in the setting of one's home. For the majority of subscribers there is a particular satisfaction in browsing in the Art Alliance galleries housed in the aristocratic building on Rittenhouse Square. But for those members living at some distance who are unable to come personally and select their picture, special arrangements are made. Shipments are facilitated; the selection of the paintings each month is done with due regard to the needs of the member. A full risk insurance policy is carried by the Art Alliance on every picture in the club collection so that the paintings are fully covered at all times.

"The inspiration and recreative value of public and private collections of painting, sculpture, prints and objects of the decorative arts is only part of the story the arts have to tell, though such inspiration and recreation were never more valuable than they are today." The American Federation of Arts.

At the end of the month members may return the painting or etching to exchange it for another. Or if intimate association has heightened the picture's appeal so that it is completely satisfying from the esthetic point of view, a special plan of purchase will be arranged. Because of the almost universal impression that really fine art is beyond the means of the average American, it is emphasized particularly that the paintings are available at prices as low as $25. Equally emphatic is the assurance that to borrow a picture implies no obligation to buy.

The outstanding fact in connection with the club is that a ten dollar investment in a membership will bring paintings by the best American artists into a home. More than 1,600 canvases have been accepted for lending since the club was established, representing the work of 500 artists. There are such distinguished names among them as F. C. Frieseke, John F. Follinsbee, Arthur B. Davies, Hayley Lever, George Pearse Ennis, Gustav Cimiotti, John E. Costigan, John R. Grabach, Fred Wagner, Paul Gill, Sue May Gill, Yarnall Abbott, Bernard Badura, Gertrude Hershey, W. Lester Stevens and Frank Swartzlander.

It is estimated that each picture is circulated three times and that the collection is viewed monthly by some 50,000 people. The present collection consists of 400 canvases representing the work of 250 artists.

Yarnall Abbott, chairman of the club, confidently foresees a time when throughout the United States paintings by living American artists will be circulated just as books are widely circulated by private and public libraries. "In other words, we are on the verge of an era when appreciation and understanding of good painting will be just as universal as the present appreciation and understanding of good books," Mr. Abbott says. "This will constitute a great boon to cultural America." He points out further that the inauguration of a circulating library of pictures offers encouragement to artists in days of depression—the artist who is pretty generally forgotten and whose product is regarded as a luxury.

Each year the club purchases a half dozen or more of the paintings displayed in its annual exhibition to add to the nucleus of the first permanent circulating picture library of living American artists. Those purchases are made possible by contributions from the trustees of the Christine Wetherill Stevenson Memorial Fund, which was established in honor of the Philadelphia woman who founded the Art Alliance.

Occasionally club members have special thrills such as occurred when the Whitney Museum of American Art purchased a picture by Adolphe Borie. Many residents of small communities were gratified to learn that New York chose the very canvas they had selected themselves to grace their own walls.

Practically the entire community of Bloomsburg, Pennsylvania, visits the library each month to see the new picture. In clubs, especially in smaller towns, it is an event when the picture arrives. Sometimes there is an unveiling. Women's organizations with no permanent headquarters use a picture with its attached description and biography of the artist for discussion. Then it is passed on to the public schools where the students after careful observation write out their individual impressions of each picture. Class forums on art are organized. School children are being taken to the Art Alliance and the club galleries as a reward for good work by teachers in several schools.

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World at Play

Hockey In Brooklyn

HOCKEY has increased greatly in popularity with girls playing on the facilities provided by the Department of Parks of Brooklyn, New York, according to J. J. Downing, Supervisor of Recreation. There are now seven hockey fields used by eighteen high schools, private schools and clubs. The picture shows the New York Field Hockey Association playing on October 15th against the All-Philadelphia team.

Marble Tournaments in Salt Lake City

EACH spring the City Recreation Department of Salt Lake City conducts a community-wide marble tournament which is popular and at the same time inexpensive. Boys who enter the tournament are divided into age groups. The first round is played off within each group at the school building with former students of the school as referees. The winners of the first round meet in districts comprising five or six schools where the second round is played. The winners of these semi-finals meet at Liberty Park during the spring vacation and there the championship for each group is determined.

The only expense to the Recreation Department is the printing of rules which are placed in every school and the provision of badges for the winners. Local newspapers are helpful in giving publicity.

Drama in Milwaukee's Social Centers

THERE are over twenty-five local drama clubs fostered by the Extension Department of the Milwaukee Public Schools with a total membership of over 500. Each club in turn entertains at a monthly drama tea, arranging the refreshments, decorations and programs and usually a good speaker. Over 150 young people are generally in attendance at these teas. Every year at the drama tournament one outstanding player is selected from each cast who becomes a member of the Honor City-Wide Drama Club, which now has 61 members. This group each year does a special piece of work. Last year it presented "A Winter's Tale," and this year will give "King Lear." The group also serves as a research training group as the members retain their membership in the local organization.

A Hiking Club Reports

THE Minnehikers, the municipal hiking club fostered by the Park Department of Minneapolis, Minnesota, in its 1933 Year Book reports that 5,052 people tramped 742 miles on the club's 124 scheduled hikes, while 1,951 folks attended 32 other scheduled events such as camping trips, dances, house parties, skating parties and tours. The Minnehikers have won an enviable place for themselves in the roster of hiking clubs.

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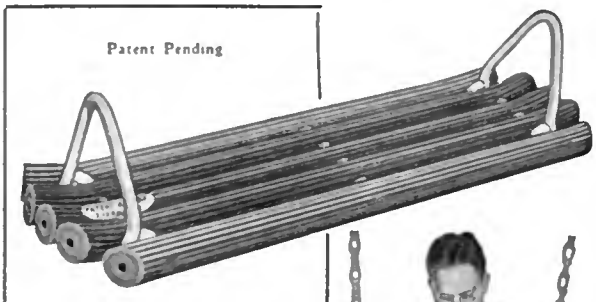

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Emergency Nursery Schools — The Federal Emergency Relief Administration, in cooperation with the United States Office of Education, is establishing emergency nursery schools for children of pre-school age whose parents are needy or unemployed. The schools, which are financed by emergency education funds and direct relief funds, are being housed in vacant schoolrooms, settlement houses and similar quarters. Dr. Mary Dabney Davis of the United States Office of Education is in charge of the program. Thirty-one states either have schools in operation or have submitted plans for their establishment.

Mothers and Babies First — "Mothers and Babies First" is the slogan selected for May Day, Child Health Day 1934. It is suggested by the American Child Health Association, which is promoting the movement, that unofficial and lay organizations consult with official health and emergency relief agencies to determine in what part of the city-wide child health program they can assist most effectively. The association states that it has a limited number of copies of the 1933 May Day booklet of suggestions available at 10 cents a copy and also some free material. The address of the association is 450 Seventh Avenue, New York City.

In Oswego, New York—One thousand and eighty-seven people, or one out of every fifteen residents in Oswego, New York, played tennis last season on the seven courts provided. The summer recreation program in this community was highly successful. Attendance at the playgrounds increased greatly over last year, and activities were many and varied.

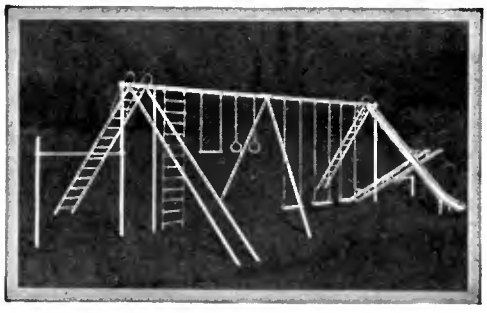
New Developments In Norfolk County, Massachusetts — In 1932, in connection with the George Washington Bicentennial, a number of municipalities in Massachusetts initiated a game plan whereby pupils of the high schools were given the opportunity to participate in city planning. So successful was the plan in Norfolk County that an appeal has been made to the teachers of the high schools to make a course in town planning a part of the community civics course for 1934-1935. It is suggested that teachers create their own course of study by the process of experimenta-

tion. By the end of the school year it is believed they will have worked out a satisfactory and practical course of study. The plan has the approval of the State Commissioner of Education and of leading town and city planners. The trustees of the Moses Kimball Fund for the Promotion of Good Citizenship will provide $1,000 in awards for the plan. This will be divided into five awards of $200 each which will be given the five teachers who submit the best course of study based on actual classroom experience.

The Journal of Physical Education — The *Journal of Physical Education,* published by the Physical Directors Society of the Young Men's Christian Associations of North America, is now being issued in new form. It is proposed to publish five numbers of sixteen pages each which will appear in September, November, January, March and June. Members of the Physical Directors Society will receive the *Journal* free. Membership in the association, which also includes membership in the Employed Officers Association, is $2.00.

Louisville Goes Gardening — Last summer rock gardens proved new ways of learning leaves and plants, a bit of corner landscaping and some very good discipline for the 645 Louisville, Kentucky, playground children who piled up rocks for the fourteen gardens. They transplanted wood flowers and pilfered plants from Mother's flower boxes. They wrote poems and essays about "rocks and rills and daffodils" and made a ritual of watering the gardens. They cherished the flowers and they never threw the rocks at one another, contrary to general expectations when the experiment was begun.

Proposed Tennis Center in Stadium for Griffith Playground, Los Angeles—Construction of a municipal tennis stadium and a battery of modern cement tennis courts at the Griffith Municipal Playground is contemplated in a request for Federal public work funds made by the Los Angeles, California, Playground and Recreation Commission and on file with the Public Works Advisory Committee. According to plans submitted to the committee, the project calls for the erection of a horseshoe shaped stadium structure with a seating capacity of 5,500 people. The stadium would surround a tournament court on which important Pacific Coast matches could be played. Adjoining the stadium would be a battery of nine playing courts of standard dimensions brightly lighted for night play. These courts, added to existing batteries, would make a total of twenty-three cement courts in one large group. Parking facilities for 675 automobiles would be provided. According to estimates prepared by the department, the project would be completed at a cost of $217,600, this amount to be made self-liquidating through revenues produced by the tennis center.



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Volunteer Opportunities in the Public Recreation Program

(Continued from page 5)

Our Houston Pan Hellenic has just made a contribution for materials, and we hope C.W.A is going to furnish the labor to convert a makeshift recreation building into a combination municipal children's theater and social recreation hall.

We have a limited service bureau in our de-

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partment through which we attempt to offer plans for parties and picnics and home playgrounds, give advice in the selection of plays, skits, minstrels and operettas, lend party and picnic kits, costumes and stage properties to schools, churches, lodges and other groups from all parts of the city. A volunteer group could assume sponsorship of this service, and by concentrating upon it as we cannot, immeasurably increase its value to the city at large.

Our recreation library could be made a great instrument for good through volunteer sponsorship. It must now serve in "hit or miss" fashion, although at the moment we are indebted to C.W.A. for an efficient librarian.

Volunteer sponsorship of any single playground or community center gives it an individuality it cannot otherwise have, and is a source of great encouragement to its director.

The "faith department" in a California city demonstrated a municipal camp where any family could have a self-respecting vacation in the mountains at cost. Faith was confirmed, and that city now has three such self-supporting camps, but think of the suspense of those who braved the demonstration and what it would have meant to have had a group like yours underwrite it!

Yours is the privilege to demonstrate forward-looking municipal functions, pass them over to the community as proven assets, and pioneer again as only volunteers can.

Your natural associations give you the opportunity, by word and by deed, to inspire great public recreation memorials—a model playground after which others may be patterned in your city, an adequate playground field house, a beautiful outdoor swimming pool, or a great recreation park to go down into the centuries.

Yours is the leisure to study these things as you would bridge or golf. They will bring you a satisfaction deeper than strictly personal recreation can ever give.

In Conclusion

Any talent, privilege or advantage is an opportunity for service.

In your youth you took for granted rich and beautiful experiences that every human heart — especially the young human heart — craves, but that come only to the privileged few regardless of merit.

In your maturity as Junior League members you look for opportunities to share, and great joy

is in store for you in the public recreation field, for your background of lovely homes, good schools, beautiful parties, charming apparel, great operas, concerts and plays, travel, visits to great art centers, has peculiarly fitted you to be the answer to the dreams of less fortunate youth, in their and your leisure hours.

Frequently the professional worker has not herself experienced life's choicest gifts; her purse is very limited as are her leisure hours. She lives under the pressure of public demand. She belongs to the many; she must travel the proven way. Public money cannot be spent for things that come slowly. She cannot fan the divine spark in the few; yet the finer things are not accomplished in herds.

You are free—in such time as you have to give—to pioneer for higher standards, for the culture of the mind, hand and soul. Your social prestige and financial security give you the power to safeguard, interpret and promote any program for public good to which you may care to commit yourself.

The bread you cast upon the waters "comes back cake," for in promoting creative leisure for the masses you are at the same time guarding and insuring your own child's happiness and culture. In rendering fine human services, you gain the spiritual satisfaction of "passing out of the moonless narrows of life into its illuminated high seas."

A Model Aeroplane Association and How It Grew

(Continued from page 11)

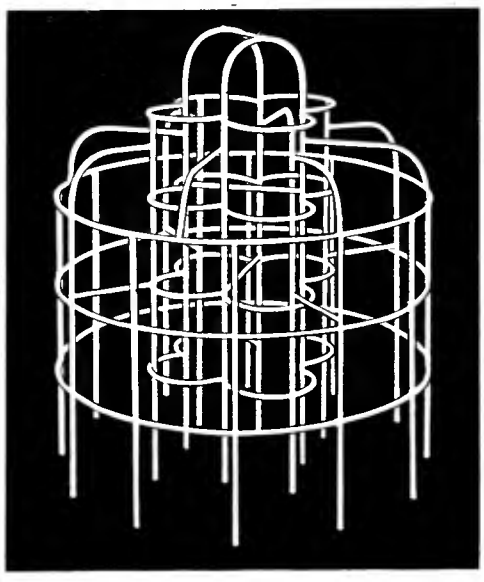
our demonstrations. Next year the new events will be a wind tunnel and a smoke screen demonstration.

The field director gives instructions and demonstrations to Chapters which meet in the evenings. Our policy is to give a demonstration to any group that is interested.

Other Facts

Soon after the opening of school in September we request a re-registration of all Chapters. As a result each year we have only those members who are interested. February 1st of this year we had a total of 2667 members in 217 Chapters. Before the end of the season (June) it is expected the membership will be well over 3500.

The territory covered by the P.M.A.A., in ad-



The AMERICAN CASTLE TOWER

THE new American Castle Tower which is illustrated above is one of the most rugged and strong outdoor playground devices obtainable anywhere. It will stand the wear and tear of vigorous youth. The Castle Tower is commendable for any playground . . . . plenty of capacity, thrills, adaptability and absolutely safe. Kansas City installed seventy-eight American Castle Towers on their city school playgrounds in the fall of 1933. Write today for complete description of this inreresting device.

Increasing Preference Among Recreation Directors

The American line is complete and includes every device for practical use in parks and playgrounds. . . . . Whether it is north, south, east or west, the recreation directors will tell you that the American line of play equipment will give better satisfaction. Write today for complete catalogue, No-R-18, showing our complete line.

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School Officials! You may wire us your vacancies at our expense, if speed is urgent. You will receive complete, free confidential reports by air mail within 36 hours.

dition to Philadelphia, is Eastern Pennsylvania; New Jersey, south of Trenton, the state of Delaware and the Eastern shore of Maryland.

This question has been asked of us from other cities. Our reply has always been, "Most cities of any size have among their citizens an aviator or a man interested in the science of aeronautics. Seek him out and you have the nucleus of your technical leadership."

The director of our Scale Model Division was the first boy to win a prize for model flying in America, in 1912. Since that time he has built over 1500 models, several man-carrying sail planes and was an instructor in the Aviation Corps during the war. There is absolutely no dearth of leadership for this project. A story in the newspaper will bring in the volunteers.

We have prophesied that some day one of our boys will make an outstanding contribution to the science of aeronautics. Indeed we have evidence that gives us confidence in the assertion. One of our boys is past the initial stage of developing a model that apparently has solved the principle of stabilization. The development of the midget gas motor has opened up new fields of experimentation. Two of our boys are now working on radio control of their gas ship. They declare that it is possible for their ship to carry mail and other small articles when their planes are perfected. One boy has developed a retractible landing gear on his rubber powered model. Another designed a new ship, which he has called the auto-giro military hydro-plane. This model is now in the Franklin Institute. It took him over 1400 hours to complete it.

Through our stimulation three boys have entered universities and are majoring in aeronautics. We hear that several others are planning to do likewise.

Our experience has at least justified the assertion that model aeroplane building as a recreation project is one of great promise. It has most of the elements we desire in projects. We feel that it is best to promote it during the indoor season rather than in the summer. Playgrounds without suitable rooms, without lockers and similar equipment are too great a handicap. The type of work requires a longer period of time than a short summer season. The project offers a wonderful activity for those executives who desire to promote a winter program.

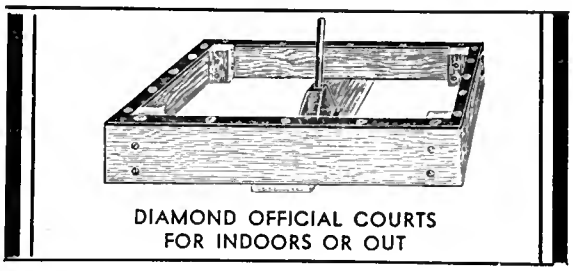
Achieving Satisfactory Companionship

(Continued from page 16)

Thus, in the process of issuing admission cards, the university could build up a card index containing data about its guests. The outside element could be systematically increased by additional invitations, whenever the actual attendance fell off and revealed room in the hall for additional guests. Certain co-operating institutions such as churches, social settlements, and other organizations devoted to the welfare of young people, could also be given the privilege of nominating persons to receive invitations to these assemblies. In this way the opportunity could be more definitely opened to individuals who had a special need of it. This element should, however, never be allowed to become large enough to "queer" the occasion in the eyes of the students or the other outside guests.

Dealing with the Outside Guests. Two lines of treatment could be followed: (1) floor observation and suggestions, and (2) correspondence. On the floor, during the games, members of a staff assigned to this service could be on the lookout for young people who seemed to be "wallflowers" or out of things. Staff members could engage such persons in conversation, and introduce them to other backward individuals or make simple suggestions regarding obvious difficulties. These persons could be orally informed of the various instructional opportunities offered by the university. Especially, their attention could be directed to a special personal counseling service that had been set up and was available for a small fee.

In addition, circular letters could be sent out to the guests, "putting over" the philosophy of a successful social life and pointing out the wide opportunities for personality development which the university affords. An offer could be made to start a new class in any particular subject that was desired if a sufficient number asked for such instruction. The guests might be further informed about the personal counseling service, the kinds of problems covered and the fees required. The effect of these letters would be to bring young people into the classes of the university, and the responses from them would be a guide in developing those courses which would be of greatest help in solving their individual and social problems.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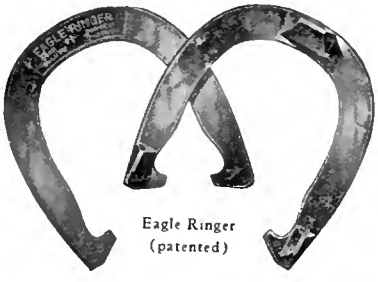

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General Effect. The series of assemblies would have a fine effect upon student morale and esprit de corps. Especially would they be beneficial in those colleges having many extension courses and many students not members of the regular classes. The programs would be an excellent way of displaying the products of university work to prospective students. Properly conducted, this new feature of university life would be of great value to both the young people attending and to the institution which played host to them.

Administration. This work would need to be placed in competent, specially trained hands. It should have a director of professorial calibre and rank who was an expert in social work, the conduct of recreational activities

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and was besides something of a "showman." The music and the programs should be by-products of university work and should occasion no expense. There would be simply the cost of such staff as was engaged specially for this work, the correspondence and printing, and the slight additional cost of building administration. These costs should be more than covered by the new students brought in by this activity.

The New Leisure— A Curse or a Blessing?

(Continued from page 27)

make people let themselves go, follow their own bent, do something they really like to do, something which grows by what it feeds upon, and does not need the stimulus of popular favor. Notice how quickly the popular amusements dry up soon as the fad phase passes. The country is blistered with rotting Tom Thumb golf courses.

The only organization we have that has the equipment and the vision to wean us from amusements that take so much and give so little is the National Recreation Association. For years it has worked at helping people play. Like all public-good enterprises supported by private benefactions, it lacks money. But more than that, it lacks vogue, public acceptance, popular leadership. It would be timely if at this moment it could receive the stimulus of new funds, to make it one of the major activities for recovery, receive the ballyhoo now being lavished on NRA, and turn the national mind toward excited interest in what we are going to do with the new leisure when we get it. For second only to recovery itself is this tre-

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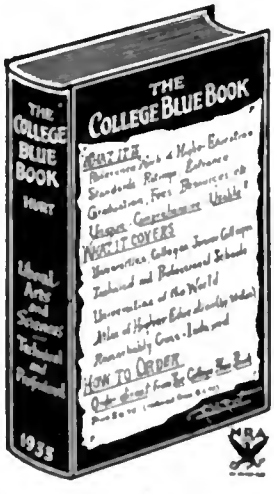

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mendous matter of turning the natural recreation urge into new channels, teaching people how to live to the full extent of their beings.

Another force that can be counted on to contribute is business itself. People freed so many additional hours from work are consumers, and they will become consumers of the equipment of leisure. And business will teach them new tricks for the reward of selling them the paraphernalia. Already a house manufacturing woodworking tools for amateurs is carrying on a promotional movement that has opened workshops in the homes, barns, garages, woodsheds, cellars and attics of thousands of professional and business men who hasten to their ateliers after hours with all the eagerness of boys let out of school.

Government may be interested and ought to be interested. Play is going to be as important as work and may have greater and farther reaching effects on society. It is significant that the administration of the Civilian Conservation Camps has included games and sports as part of its program, and that the NRA is giving some attention to the leisure occupations of the many its pacts will release to more spare time. There is danger in this of too much regimentation. We do not want mass recreation—the whole nation doing the same thing, a few enthusiasts following their bend, and the crowd following the enthusiasts. We do not want every one to take up gardening, or to play football, or to collect postage stamps, but some doing each, according to their natures and what appeals to them most. There will always be enough of the same mind to create a community of interest. Besides, there are always the social pursuits which require cooperation, which will draw the socially inclined together in their leisure moods.

It should not be forgotten that play is the end of life—is life. Work is a means to an end; the end is play; that is, living. What we do with our lives in our own time is what matters. Play should never appear as a duty, but as something pursued joyously, spontaneously, with enthusiasm, to give color and richness and meaning to life.

Fletcher Farm Invites You!

(Continued from page 28)

2. Discussions and demonstrations of the following subjects and activities:

a. Methods of leading various kinds of groups in singing or in playing, with special regard for ways of developing rhythm, tone quality, etc., and a real grasp and love of the music.

b. Making more of the Church's great opportunities in congregational and choir singing and in week-day musical activities.

c. Music in the home.

d. Music in granges, 4-H clubs, county and state fairs, as well as in urban groups.

e. The possible relationships between school music and life ouside of schools.

f. Organization of community musical groups.

3. The making and playing of really musical flageolets and flutes made of bamboo.

4. Singing games and English and American country dances. If time permits, a study will be made of at least one great orchestral composition to see how valuable preparation for listening to fine radio and other concerts can be.

NOTE: Persons attending the Institute may select whatever activities are of most interest to them.

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How to Produce a Play

(Continued from page 30)

equipment. The writer, in this brief series of articles, has neither time nor space to describe the making of lighting equipment.

Whether using homemade or commercial equipment the producer is warned of fire hazards. Lighting equipment should be kept away from inflammable material. The stage should have plenty of outlets, so as to avoid loose cable back stage. Wires should be heavy enough to carry the load required of them. Fuses should be heavy, so as not to be blown out. Fire extinguishers, or pails of water and sand, should be at convenient points back stage. The stage manager enforces the rule of nearly all theaters, "no smoking back stage."

Doors and exits in the house are marked by a dim red light.

Careful and effective lighting plays a great part

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in the success of any production, and poor lighting will ruin otherwise skillfully produced plays. Wise groups study and experiment, improving their lighting with each succeeding performance.

NOTE: Directions for making homemade light equipment are to be found in a book published by Mr. Knapp, "Lighting the Stage with Homemade Equipment." Walter Baker Publishing Company, Boston.

Camping As a Factor in the Child's Development

(Continued from page 34)

On the Athletic Field

Of great importance to the camp is a live, technically well-balanced and stimulating athletic program. This, of course, means that one should have a well-equipped athletic field with ample space for active and quiet games. Tennis, volley ball, baseball and even basketball mean much to the older boys and girls, while the smaller ones prefer toys, swings, circle and running games. Children enjoy training in individual stunts which stimulate their ability to meet challenges and overcome obstacles. Pyramid stunts and tricks of skill are interesting. Specially planned tournaments and field days in which large numbers participate are most popular. Various kinds of hikes are planned.

Swimming

Water front practice is one of the very favored activities in the camp, and is far-reaching in its values. Safety is first consideration, and the instructor should be a licensed life saver. Swimming is great exercise, developing long flexible muscles, body symmetry, vigor and balance. Fear complexes are easily overcome with the right training. Campers enjoy developing different skills, such as learning to dive and to master the art of life-saving. From swimming one can lead out into many water front activities, such as carnivals, pageants, various meets, row boating, canoeing and sail boating.

To spend a portion of summer at camp is one of the greatest experiences that can come into the life of a boy or girl. Memories of the fellowships developed are sustaining influences which persist throughout life.

The summer camp should be run for adventure-seeking, forward-looking and imaginative youth, with the highest possible standards ever in the foreground, and with the development of individual qualities paramount. When this is the goal, organized camping fulfills a worthwhile purpose.

A Circulating Picture Club

(Continued from page 36)

A woman's club at Moorestown, New Jersey, reported the sale of twenty-six works of art after interest had been aroused locally in the Circulating Picture Club.

The desire for more pictures stimulated the groups in one section of Pennsylvania to their own system of interchange. The Franklin and Marshall Academy, the Y.W.C.A. of Lancaster, Pennsylvania, and the State Normal School at Millersville, Pennsylvania, all belong to the club. Following the selection of their respective pictures each month there is a three-way exchange so that each painting affords triple enjoyment.

There are now more than a hundred organizations in Pennsylvania, Delaware, New Jersey and New York State in the membership of the Circulating Picture Club. Hospitals and nursing homes are included this year for the first time. Physicians are enthusiastically recommending the vital charm of color to offset lassitude and pain.

New Books in the Leisure Time Field

Hand Book on the Use of Crafts

By Ruth Perkins. The Womans Press, New York. $.75.

"THIS HAND BOOK," states Miss Perkins in her foreword, "is to a large extent a record of a series of discoveries of how art is inescapably interwoven with the whole of life." She mentions the women's institutes of England working out important life values through their groups in drama, music and the crafts; of arts in different parts of the country whose practice is making life richer, and of experiments which are resulting in the creation of beauty and the appreciation of art which adds worth to life. While the author has given us a booklet practical and definite in its suggestions for programs and types of crafts, the publication is even more valuable as an interpreter of the values of art to the individual and the community.

Adult Education for Social Needs

Edited by Thomas H. Nelson. Association Press, New York. $1.00.

THIS OCCASIONAL study grew out of the meeting of the Educational Council held in New Haven in June, 1933, at which the need for further adult education was discussed in relation to the program of the Young Men's Christian Associations. All of the relevant papers presented there have been included, at least in part, in this booklet, though other recent sources have been drawn upon for helpful materials. The addresses and discussions have been grouped under four general headings: (1) Learning to Think and Act on Social Issues; (2) Methods of Developing Adult Education Programs; (3) Adult Education in the Young Men's Christian Associations, and (4) Appendices. Under this heading are to be found a Report of the Committee on Next Steps and a bibliography and list of source material.

Guide to Play Selection

By Milton Smith. D. Appleton-Century Company, New York. $1.25.

THIS PUBLICATION of the National Council of Teachers of English presents a descriptive index of full length and short plays for production by schools, colleges and little theaters. The list is divided into two main sections, the first containing an index and descriptions of full length plays, while the second deals similarly with one act plays. The list of full length plays is divided into four sections—Greek and Roman, Medieval and Elizabethan, 1650-1870 Plays, and Modern Plays. The list is indexed in a way which makes it exceedingly usable.

The Story-Telling Hour

Edited for the New York Story League by Carolyn S. Bailey. Dodd, Mead & Company, New York. $2.00.

A COMPLETE GUIDE illustrated with specific examples of all types of stories, their uses and how to tell them. It contains chapters on story-telling and the drama, on puppetry and costuming, folk lore, legends and ghost stories, fairy tales and stories for holidays, poetry for the story hour, the story in nature teaching, in religious education, art appreciation and adult education. A valuable feature of the book is an exhaustive bibliography of stories and books made up of seven hundred tested and readily available references.

Planning and National Recovery

Published by National Conference on City Planning, 130 East 22nd Street, New York. $3.00

THIS VOLUME contains the proceedings of the twenty-fifth National Conferences on City Planning held jointly with the American Civic Association at Baltimore, Maryland, October 9 to 11, 1933. The addresses are classified under the following general headings: Planning and National Recovery; Large-Scale Regional and Rural Land Planning, and Slum Clearance and City Planning.

Alfred Bettman in his presidential address, "City and Regional Planning in Depression and Recovery," said: "A period of depression is a period of challenges of values, demands for justification of that which the communities have built or propose to build. A depression period is, consequently, one which peculiarly needs to nurture and apply the principles and techniques of what we call planning. . . . Where there is understanding of planning, belief in it, consciousness of its significance, theoretically depression should result in the preservation and increase of appropriations for city and regional planning rather than their destruction or decrease."

The Appalachian Trail

Issued by the Appalachian Trail Conference, 901 Union Trust Building, Washington, D. C. $.25.

OUTDOOR ENTHUSIASTS and hikers, especially those in eastern states, will welcome this booklet telling of the Appalachian Trail project described as "a mammoth amateur recreational project almost entirely the result of voluntary efforts of outdoor organizations and interested individuals." In addition to a detailed description of the trail, which now extends over 2,000 miles through fourteen states from Maine to Georgia, the booklet gives a history of the trail, its route, guide book date, and a bibliography.

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Athletic Handbook of Women's Games— 1933-1934.

Prepared by Subcommittee on Athletic Games of the Women's Rules and Editorial Committee of the A. P.E.A. American Sports Publishing Company, New York. $.25.

The revised Athletic Handbook contains many games for fall and winter use in the gymnasium and recreation room, as well as out-of-doors. There are descriptions of team games of proved popularity and easy organization which are in themselves satisfying as well as usable in elementary and high schools in learning skills for some of the more difficult team games. Among these games are long ball, soccer, baseball and Newcomb. For those not fitted for or interested in vigorous team games are directions for playing games of an individual type which may be used as recreation in after school years, such as table tennis, Badminton, deck tennis and American handball.

"Kit" 36.

Edited by Lynn and Katherine Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

"Kit" 36 contains directions for making equipment for Hexa, indoor box hockey, indoor tether ball and table shinny. In addition, there are directions for twenty-five group games and a number of rhythmic activities. In this issue of the Kit Mr. Rohrbough makes the announcement that on account of the demand for models of games and puzzles for use in game shop projects arrangements have been made with various mountain schools and unemployed craftsmen to construct a number of games at little cost. Further information regarding this may be secured from Mr. Rohrbough.

Play-Readings.

Selected and edited by Louise M. Frankenstein. Samuel French, New York. $1.50.

The scenes and speeches from well-known and for the most part modern playwrights brought together in this collection may be used not only for practice in dramatic classes but for radio auditions and screen tests. The table of contents is arranged by character to simplify the location of just the scene which fits the individual case. This device makes the book readily usable. The selections were made after consultation with drama school directors and officials of both radio broadcasting and moving picture companies.

Growing Beauty.

By Nathalie Moulton Worden and Ernestine Perry. Published by National Highway Beautification Council, 60 Sherman Street, Springfield, Massachusetts. $.50.

This school study and activity outline is organized around its own theme—appreciation of outdoor beauty and responsibility for its preservation and creation. It is not offered as an additional subject but presents a wealth of resources in units of work to enrich the courses in nature, English and social studies. Activities which may be undertaken by children from first grade through junior high school are carefully outlined to assure actual achievement. Factual material appears in an appended statement which also includes related poems and music, stories of actual projects undertaken by boys and girls, and a bibliography of stories and informational material. The outline offers unusual material in nature appreciation which cannot fail to be of interest to recreation workers.

Happy Journeys to Yesterday.

By George A. Hastings. G. P. Putnam's Sons, New York. $2.00.

In these brief journeys the author, who has been a farm boy, teacher, newspaper writer, social worker and member of a president's secretariat in the White House, deftly recreates the setting and the pleasures of simpler days. We revisit with him the circus and the county fair; we renew acquaintance with country hotels and town halls; we go fishing and "tap" the sugar-bush. Whether we grew up in the country or the city, these leisurely journeys along the road of recollection will have their appeal.

Municipal Index and Atlas.

American City Magazine Corporation, 470 Fourth Avenue, New York. $5.00.

The tenth annual edition of the Municipal Index, like its predecessors, is a practical reference book for city, town and county officials, engineers and others concerned with local government. There are maps and city lists, directories of municipal officials and data on the various services of government. One section is devoted to parks, playgrounds, swimming pools and airports.

Money Raising Parties.

By H. D. Edgren, George Williams College, 5315 Drexel Avenue, Chicago, Illinois. $.20.

Thirty-seven plans for raising money are outlined in this mimeographed bulletin which offers new ideas for collecting money, for sales and bazaars, entertainments, selling articles, and social programs and parties.

My Book of Parties.

By Madeline Snyder. Doubleday, Doran & Company, Inc., Garden City, New York. $2.00.

For five years Miss Snyder, the author, has directed the Children's Entertainment Bureau in New York City, an actual "party factory" where parties are planned and given. This book represents the "party factory" in print. It is a workable guide to all kinds of entertainment for children describing in detail games and parties which have been tried and tested, among them a Mad March Hare Party, a Silhouette Party, a Bird Migration Party, a Pirate and a Gypsy Trail Party, and impromptu and rainy day parties.

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The Recreation Line Has Held

WITH FOURTEEN million persons out of work, with national income reduced one-half from the peak period—what of recreation, what of tax-supported opportunities for "more abundant living" in the playgrounds and in the recreation centers; what of municipally encouraged music, drama, craftsmanship, nature activities back in the home and throughout the community in the Year of Our Lord 1933?

The President of the United States has repeatedly declared for the maintenance of the "abundant life." So has Mrs. Franklin D. Roosevelt. So has Harry Hopkins who has carried on so valiantly in the national relief work. So have labor leaders and industrial leaders. America has not favored giving up living because again as in pioneer days she faced great difficulties locally and nationally.

True, salaries have been cut, capital expenditures for recreation through regular tax funds have practically ceased. Yet even from the regular tax funds there has been no substantial reduction in recreation leadership. From relief funds there have been tremendously increased expenditures for recreation leadership to give work to the unemployed and at the same time render a fundamentally important service to the communities' centers for "living." Tennis courts, playgrounds, parks, swimming pools have been vastly improved by unemployed labor.

Volunteers have risen up to continue recreation centers that would otherwise have been closed. A single year has shown a fifty per cent increase in volunteers for the country as a whole. It is evident that as years go by many of the increased hours of leisure can be captured for a co-operative plan under which one individual will freely give leadership in music, another in drama, another in the use of tools, to help all in securing more "durable satisfactions in living," in making the United States a land where there are more happy men and women, with only that kind and that degree of discontent which is essential to progress.

Very natural has been the tremendous increase in attendance at the indoor recreation centers in a time of unemployment, and the great increase in the use of the indoor swimming pools.

America for another year has stood by her local recreation systems. The havoc of unemployment has not disrupted the community recreation centers which Colonel Theodore Roosevelt, when he was President, declared to be one of the most significant achievements of American life.

With all the disaster of the four years past, right now there is greater recognition that the purpose of our world is not the earning of just food, clothing, shelter,—essential as that is; that education and industry must be directed toward making possible abundant and satisfying living for all in the present here and now.

HOWARD BRAUCHER.

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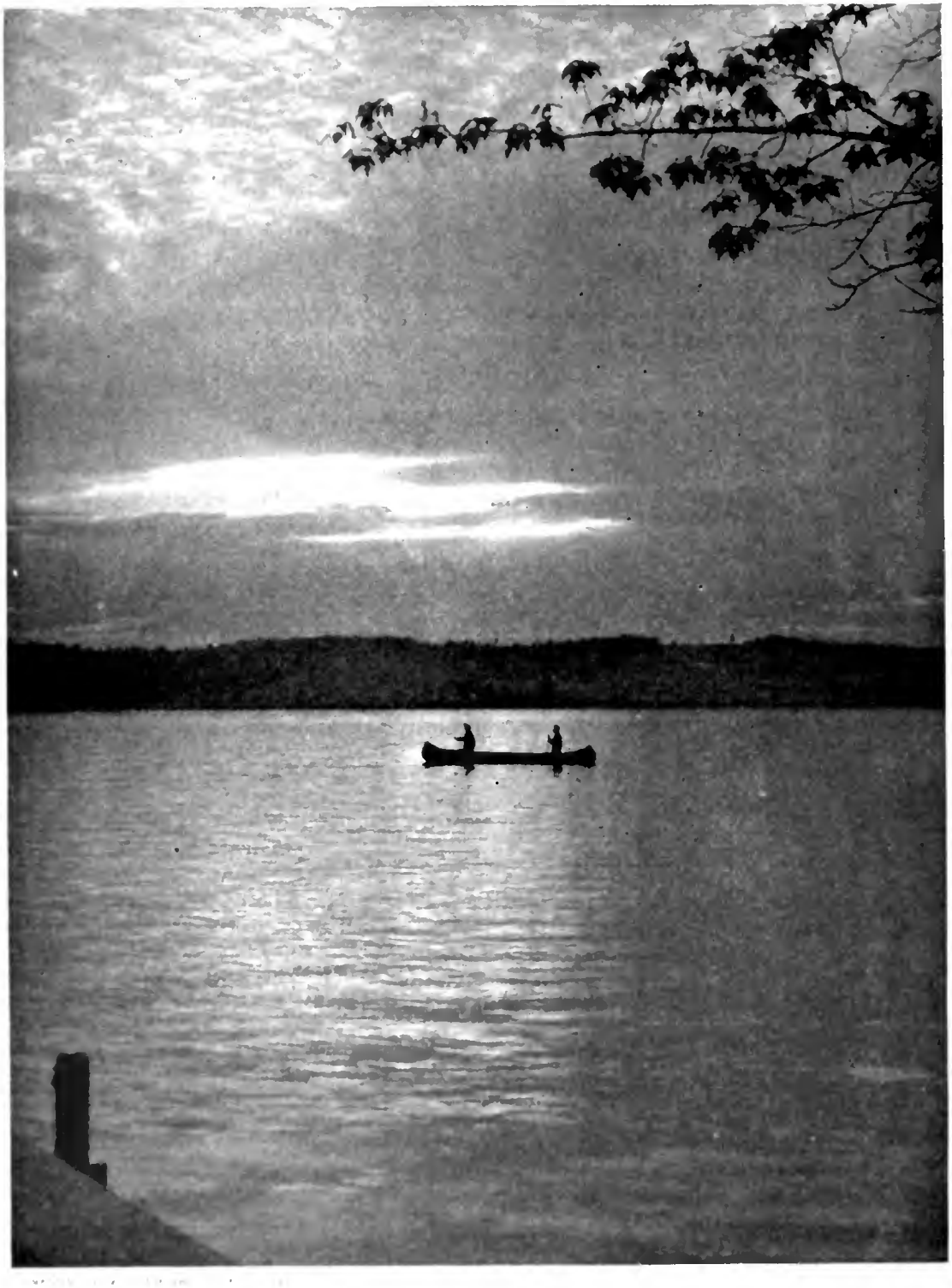
May Lures Us Out-of-Doors



The Service of the National Recreation Movement in 1933

588 cities in **43** states were given personal service through the visits of field workers.

116 cities were helped in conducting their recreation activities for Negroes.

4,960 requests for advice and material on amateur drama problems were submitted to the Drama Service.

48 cities in **16** states received service from the Katherine F. Barker Field Secretary on Recreation for Girls and Women.

126 institutions for children and the aged were visited personally by the field secretary on Play in Institutions. Additional service was given through special communications and bulletins issued to more than **300** institutions.

21,605 boys and girls in **531** cities received badges or certificates for passing the Association's athletic badge tests.

37 states were served through the Rural Recreation Service conducted in cooperation with the Extension Service of the United States Department of Agriculture. **6,558** people attended the **111** institutes which were held.

21 states received visits from the representative of the National Physical Education Service. In addition, service was given through correspondence, consultation and monthly News Letters.

5,122 different communities received help and advice on recreation problems through the Correspondence and Consultation Bureau.

88 communities were served through social recreation institutes and leadership training courses.

The Music Service issued bulletins, gave correspondence and consultation service, and through personal visits helped a number of cities plan programs and train volunteers for community music activities.

Through the Publications and Bulletin Service publications were issued on various recreation subjects and a regular bulletin service was maintained.

RECREATION, the monthly magazine of the movement, was received by **1,109** cities and towns.

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A Summary of Community Recreation in 1933

Cities reporting play leadership or supervised facilities.	**1,036**
New play areas opened in 1933 for the first time.....	**653**[1]
Total number of separate play areas reported.....	**15,038**
Total number of play areas and special facilities reported:	
Outdoor playgrounds	**7,434**
Recreation buildings	**777**
Indoor recreation centers	**3,702**
Athletic fields	**1,886**
Baseball diamonds	**4,224**
Playground baseball diamonds	**5,572**
Bathing beaches	**530**
Golf courses	**370**
Ice skating areas	**1,740**
Ski jumps	**66**
Stadiums	**106**
Summer camps	**120**
Swimming pools	**1,048**
Wading pools	**1,002**
Tennis courts	**9,921**
Handball courts	**912**
Toboggan slides	**265**
Total number of employed recreation leaders	**28,368**[2]
Total number of leaders employed full time the year round	**3,751**[2]
Total number of volunteer leaders	**13,482**
Bonds voted for recreation purposes .....$	**952,000.00**
Total expenditures reported for public recreation .....$	**27,065,854.28**[3]

(1) Recreation buildings and indoor centers open for first time are not included in this number.

(2) 7,283 of the total number and 1,405 of the number employed year round were paid from emergency funds.

(3) Of this total $5,991,303.57 was spent from emergency funds.

May 1934

Community Recreation Leadership and Facilities in 1,036 Cities

THE YEAR BOOK of the National Recreation Association is a report of the public recreation facilities, leadership, expenditures, and programs of American municipalities. It is primarily a statement of community recreation activities conducted under leadership and of facilities used primarily for active recreation. In order to be included in the Year Book, a city must report one or more playgrounds or indoor recreation centers conducted under leadership, or a major recreation facility such as a golf course, swimming pool, or bathing beach, the operation of which requires regular supervision or leadership.

The Year Book contains reports of such recreation facilities and activities provided by many municipal and county park authorities, but does not include all types of park service. Recreation programs provided by industrial concerns and other private agencies for the benefit of the entire community and which are not restricted to special groups are also reported. Similarly, reports of many school playgrounds, recreation centers, and other recreation service provided by school authorities are published, but statements concerning school physical education programs, music, drama, and other similar activities conducted as a part of the regular school curriculum are not included in the Year Book.

A total of 1,036 cities are represented in the Year Book for 1933. Reports from five cities and one county* were received too late to be listed in the statistical tables. With emergency funds made available for recreation use, a special effort was made in gathering facts for Year Book publication to secure those concerning expenditure of such funds as well as those funds available through regular sources of taxation and otherwise. Nine hundred seventy-seven cities reported recreation work financed from regular sources while fifty-nine communities reported programs entirely financed by emergency funds, making the total of 1,036 communities represented in the Year Book.

There is always some variation from year to year in the individual communities sending reports. Of those included in the 1932 Year Book, one hundred sixty-five do not appear in this publication. On the other hand, a correspondingly larger number was received, which more than balance those not submitting reports for 1933. Many of these communities sent reports for the first time. A minor portion of those not included this year reported discontinuance of their playground and recreation programs for 1933, but the larger number simply failed to respond to requests for information concerning their recreation service.

In consulting the summary tables and comments which are explanatory of the statistical tables contained in the Year Book, it should at all times be borne in mind that facts quoted, except in certain exceptions, relate to all work on which reports have been received, regardless of the way in which the program is financed. These exceptions apply to facts regarding expenditures and employed leadership, in which cases detailed information has been given.

Total expenditures reported by 795 cities reached $21,074,550.71 as compared with $28,092,263.09 by 914 cities in 1932. This does not, however, give an accurate picture of expenditures made for recreation purposes since emergency funds came to the relief of curtailed budgets in many instances. In addition to the above sum available from regular sources, an additional expenditure

* Reports from the following cities and county were received too late to be listed in the statistical tables: Crossett, Arkansas; Pueblo, Colorado; Waterbury, Connecticut; Pensacola, Florida; Hopedale, Massachusetts, and Hudson County, N. J.

of $5,991,303.57 was made from emergency funds as reported by 222 cities. Therefore, the total expenditure for recreation as reported for 1933 was $27,065,854.28, less than 4% decrease from the amount spent the previous year. It is entirely possible that expenditures during 1933 would have been found to equal those of the preceding year had it been possible to secure complete information regarding emergency fund expenditures. In addition to the 222 cities reporting the amount given above, eighty-eight cities indicated the extensive use of emergency funds for leadership or in connection with facilities, or both, but were unable to state the amount expended.

It should further be kept in mind that the greatest use of emergency funds for recreation purposes followed the inauguration of the CWA program, which did not go into effect until November, 1933, and was not in full force until after January 1, 1934. For this reason the bulk of CWA funds used for recreation purposes does not appear in this publication since the Year Book covers only the calendar year for 1933.

It is impossible to estimate the full benefit which cities have derived from emergency fund sources. Many have been enabled to make improvements to existing facilities or develop or construct new areas or facilities which might have been delayed for years under ordinary circumstances.

In considering any statement of expenditures in the Year Book, attention should be called to the fact that only certain types of recreation service are reported. While such services as museums, art galleries, entertainments and celebrations, general park services, and similar types of municipal services are provided for recreational purposes, only the facilities used for more active types of recreation are included in the Year Book, as previously explained.

The total number of recreation buildings remains practically the same, showing only a slight increase over the number reported in 1932. The increase in participation, however, is very noticeable, showing fully 75% increase in attendance. This increase is due without doubt to the efforts made by cities to provide more adequately for the needs of the unemployed as well as for the increased interest in others who are enjoying shorter working hours and increased time and inclination for indulging in leisure time activities.

Another decided item of increase is noted in indoor centers, both as to number reported and participation. This increase is due both to the wider scope given to types of centers reported and to the same conditions increasing the use of recreation buildings. This year an effort was made to secure information regarding all indoor centers provided by the agency reporting, whether under leadership of this agency or under leadership provided by individual groups using the centers. This naturally increased the number since only centers under leadership provided by the reporting agency have previously been included. A wider use of indoor facilities has also been made possible by the availability of emergency paid leaders. It has been found, however, that the greatest effectiveness of such leadership has been realized when under the general supervision of trained and experienced staff workers. Indoor facilities such as indoor swimming pools, handball courts, and such indoor activities as arts and crafts and folk dancing have shown the greatest relative increases in participation as would be expected under the circumstances.

The total number of centers reported by 323 cities was 3,702 as compared with 2,052 reported by 269 cities in 1932.

Winter sports facilities show a great increase in participation as a result of the severe weather of the past winter. The number of facilities reported remains approximately the same in relation to the number of cities reporting them.

Golf course participation shows a decided increase with not much variation in the number of facilities reported. Water sports show the greatest relative decrease except in connection with indoor pools where approximately 45% increase appears. This is doubtless due to the increased use of indoor center facilities.

The table on special recreation activities indicates the wide range of recreational interests served by recreation departments and the extent to which opportunities for enjoyment of participation in athletic, social, dramatic, musical, nature, and other activities are afforded to large numbers of people. Viewed over a period of years, it is interesting to note the growth in variety and number of activities offered by recreation departments. Although the list given in this publication is by no means an exhaustive catalogue of activities, it does contain more than double the number of special activities reported by recreation departments a decade ago. Fully as many more might be added to the present list if a complete picture were to be given.

The tables on recreation administration serve to show from year to year the types of administrative authorities reporting in the Year Book. On the whole there is a rather consistent decrease in privately supported recreation programs with the trend toward tax supported commissions, boards, and similar governmental units. This has been especially true this past year with the inevitable depletion of private funds and increased use of tax supplied emergency funds. Full credit should be given to those private agencies which have continued to function through the years of depression and in many cases have carried the entire financial burden of recreation programs.

Never before has attention been so focused upon the use of leisure time and the opportunities for enrichment of living to be gained in leisure hours. Scarcely a magazine or newspaper but what refers in some way to the "new leisure," to say nothing of the many books appearing on the subject and the increasing interest being shown in adequate preparation for its use. Significant trends suggest an increased use of national income for educational, recreational, and cultural pursuits—those concerned not with the production of goods, but with the provision of opportunities for more abundant living. It is believed that such a report of accomplishments in communities throughout the country as is given in the Year Book will provide data which will be of value in expanding recreation service in these and other communities. May it also provide inspiration and encouragement for greater and more effective service in the coming year by reflecting the results of courage and high endeavor of the past year.

Leadership

During 1933 a total of 21,085 workers were employed by 761 cities out of the total of 1,036 cities represented in the Year Book. Of this number 11,164 were men and 9,991 were women while 2,346 represents the number of men and women employed full time throughout the year for recreation service. The entire number of workers mentioned above and listed in the following table were employed by funds appropriated through regular channels for recreation purposes.

The total number of communities benefitting from the service of employed leaders was considerably in excess of 761 cities since the recreation departments of various cities and counties appearing as units in the statistical table actually served many nearby communities.

It is most heartening to note that in spite of many financial difficulties the number of cities reporting workers employed year round has not decreased. While a few cities have found it necessary to decrease their number of full time workers, or in some cases to suspend their year round programs, other cities have been added to the year round list so that the gaps have been filled. It is also encouraging to note an increase from 2,270 to 2,346 in the number of workers employed on a full time year round basis. This increase may be due in part to some variation in individual cities reporting, but on the whole there is little change from year to year in the Year Book representation of this group.

The decrease in the total number of workers paid from regular funds from 23,037 in 1932 to 21,085 in 1933 is, therefore, to be found in the ranks of part time year round and seasonal workers. The decrease, however, has been more than balanced by the use of workers paid from emergency funds a shown in the following statistics:

Recreation Workers Paid from Regular Funds

	1931	*1932*	*1933*
Cities reporting employed recreation workers	834	784	761
Men workers employed	13,053	12,308	11,164
Women workers employed	12,455	10,729	9,921
Total workers employed	25,508	23,037	21,085
Cities reporting workers employed year round	258	258	259
Men workers employed full time year round	1,359	1,218	1,290
Women workers employed full time year round	1,327	1,052	1,056
Total workers employed full time year round	2,686	2,270	2,346

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Recreation Workers Paid from Emergency Funds

	1931	1932	1933
Cities reporting employed recreation workers	...	...	179
Men workers employed	...	...	4,236
Women workers employed	...	...	3,047
Total workers employed	...	...	7,283
Cities reporting workers employed year round	...	...	34
Workers employed full time year round	...	...	1,405

Recreation Workers Paid from Both Regular and Emergency Funds

Men workers employed	15,400
Women workers employed	12,968
Total workers employed full time year round	3,751

Volunteers

Three hundred thirty-five cities reported the enlistment of 13,482 volunteers in carrying on recreation work during 1933. This means an increase of approximately 50% over the 9,280 volunteers reported by 323 cities in 1932. The response of volunteer workers to the call of recreation departments unable to meet through their paid staffs the increased demands and needs for recreation leadership is a strong indication of the widespread recognition of the need and value of leadership as well as the opportunity for service and the satisfaction to be gained from this type of leadership. Several instances were reported where practically the entire recreation program was made possible only because of the service of volunteers.

Play Areas and Centers

A total of 15,038 play areas and centers under leadership are reported. Of this number 551 are reported open in 1933 for the first time. Separate statistics are given in connection with playground areas and recreation buildings for white people and for colored people, but no such distinction is made in recording athletic fields, bathing beaches, golf courses, play streets, summer camps, and indoor centers which appear in the following summaries.

The total number of outdoor playgrounds increased from 6,990 in 1932 to 7,434 in 1933, while the number of cities reporting playgrounds showed a slight decrease from 736 to 723. A casual survey of reports would indicate that the loss in the number of cities reporting would fall within the lower population brackets because of difficulties involved in financing summer programs, whereas the larger cities were more successful in securing emergency funds and were thus able in many cases to open additional playgrounds.

Outdoor Playgrounds

Total number of outdoor playgrounds (721 cities)		7,082
Open year round (146 cities)	1,304	
Open during the summer months only (598 cities)	4,390	
Open during school year only (63 cities)	456	
Open during summer and other seasons (125 cities)	932	
Average daily summer attendance of participants (494 cities)		1,392,317*
Average daily summer attendance of spectators (308 cities)		408,116*
Total number of outdoor playgrounds open in 1933 for the first time (138 cities)		489

* In addition to this number, 13 cities reported an average daily summer attendance of both participants and spectators totaling 56,388.

In addition to the foregoing, outdoor playgrounds for colored people are reported as follows:

Total number of playgrounds for colored people (122 cities)		352
Open year round (29 cities)	80	
Open summer months only (89 cities)	197	
Open school year only (11 cities)	24	
Open summer and other seasons (22 cities)	51	
Average daily summer attendance of participants (61 cities)		44,148
Average daily summer attendance of spectators (41 cities)		12,807
Total number of playgrounds for colored people open in 1933 for the first time (21 cities)		32
Total number of playgrounds for white and colored people (723 cities)		7,434
Total average daily summer attendance of participants and spectators, white and colored (5,147 playgrounds)		1,913,776
Total yearly or seasonal attendance of participants and spectators at playgrounds for white and colored people (5,966 playgrounds in 499 cities)		233,780,307

Recreation Buildings

The total number of recreation buildings reported remains about the same as in 1932 in proportion to the number of cities reporting these facilities. The number of buildings increased very slightly over 770 reported in 1932, while the number of cities reporting buildings was only four less than reported in 1932.

Total number of recreation buildings (215 cities)	687
Total yearly or seasonal attendance of participants (388 buildings in 151 cities)	36,473,737

In addition, recreation buildings for colored people are reported as follows:

Total number of recreation buildings for colored people (47 cities)	90
Total yearly or seasonal attendance of participants (49 buildings in 34 cities)	1,364,922
Total number of recreation buildings for white and colored people (231 cities)	777
Total yearly or seasonal participants at recreation buildings for white and colored people (437 buildings in 161 cities)	37,838,659

Indoor Recreation Centers

As a result of the rapidly increasing need for recreation programs offering opportunities for adult recreation, a large number of indoor centers were opened, mainly for adult use during 1933. Further impetus was given by the opportunity to secure the services of emergency paid workers assigned for work with adults through boards of education and recreation boards. In order to gain as complete a picture as possible of this type of program a special effort has been made to secure detailed information regarding recreation centers provided by the agency reporting and operated both under leadership provided by that agency and under neighborhood or other leadership provided by the group using the center.

The following table gives a detailed account of the indoor centers listed under one heading in the statistical tables without reference to type of leadership provided. The figures in parentheses refer to the number of cities reporting each item.

Centers Operated Under Leadership of Agency Reporting

	Number of Centers	*Attendance*
Open an average of 3 or more sessions weekly	1,820 (249)	14,947,344 (167)
Open an average of less than 3 sessions weekly	905 (131)	5,707,915 (102)
Centers Operated Under Neighborhood or Other Leadership:		
Open an average of 3 or more sessions weekly	435 (40)	1,075,818 (17)
Open an average of less than 3 sessions weekly	542 (24)	677,116 (19)
Total number of indoor recreation centers		3,702 (323)
Total attendance		22,408,193 (226)

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Play Streets

Thirty-three cities report a total of 219 streets closed for play under leadership. Only 14 of these streets in 4 cities were open in 1933 for the first time. Although comparatively few in number, these play streets serve large numbers of people as indicated by the fact that 15 cities report an average daily attendance of 24,811 participants.

Other Recreation Facilities

The following list of several important recreation facilities indicates the extent to which they were provided and used during 1933. In making comparisons with corresponding statistics submitted for 1932, the greatest variation is noted in connection with winter sports. The reason for these increases is self-evident when the severe weather of the past winter, making winter sports possible, is recalled.

The greatest apparent decrease in comparison with 1932 occurred in the use of water facilities and bathing beaches. In general the number of recreation facilities reported as well as numbers using these facilities show very little variation in comparison with the previous year. Throughout the following table the figures in parentheses indicate the number of cities reporting in each particular case and the figures in brackets indicate the number of facilities for which information relative to participation is given.

Facilities	*Number*	*Participants per season*	*Number open in 1933 for first time*
Athletic Fields	1,886 (549)	6,045,137 (151) [382]	85 (45)
Baseball Diamonds, Playground	5,572 (544)	7,228,290 (221) [1,691]	177 (57)
Baseball Diamonds, Playgrounds	5,572 (544)	4,928,487 (197) [1,859]	239 (66)
Bathing Beaches	530 (250)	33,446,255 (98) [228]	18 (15)
Golf Courses (9-holes)	179 (132)	2,321,515 (62) [89]	6 (6)
Golf Courses (18-holes)	191 (131)	3,969,894 (71) [108]	2 (2)
Handball Courts	912 (146)	370,066 (46) [152]	30 (8)
Ice Skating Areas	1,740 (282)	7,026,400 (99) [508]	38 (20)
Ski Jumps	66 (38)	694,336 (16) [41]	4 (4)
Stadiums	106 (93)	1,713,088 (19) [23]	5 (4)
Summer Camps	120 (70)	432,957 (31) [55]	7 (3)
Swimming Pools (indoor)	297 (124)	7,549,476 (54) [121]	6 (5)
Swimming Pools (outdoor)	751 (329)	15,353,067 (149) [348]	16 (14)
Tennis Courts	9,921 (640)	8,436,849 (212) [4,053]	200 (69)
Toboggan Slides	265 (81)	543,801 (24) [87]	8 (6)
Wading Pools	1,002 (342)	1,886,137 (104) [286]	24 (18)

Management

The following tables indicate the number of public and private agencies of various types which conducted recreation facilities and programs listed in this report. Since two or more agencies submitted reports in a number of cities, each of these cities has been recorded two or more times in the tables. Comparable figures are given for 1933 and 1928.

Municipal

The forms of municipal administration in the cities reporting are summarized as follows:

Managing Authority	*Number of Agencies Reporting* 1923	1928	1933
Park Commissions, Boards, Departments, and Committees	85†	184	293*
Playground and Recreation Commissions, Boards, and Departments	93††	196	227
Boards of Education and other School Authorities	127	126	138
Mayors, City Councils, City Managers, and Borough Authorities	28	31	78
Park and Recreation Commissions, Boards, and Departments	..	33	25
** Municipal Playground Committees, Associations, and Advisory Commissions	..	..	29
Departments of Public Works	7	15	23
Departments of Parks and Public Property or Buildings	9	12	12
Departments of Public Welfare	5	6	7
Chambers of Commerce	..	..	3
Departments of Finance and Revenue	..	..	1
Water Departments	..	..	1
Departments of Public Safety	..	2	1
Swimming Pool Commissions	..	..	4
Other Departments	7	12	10
Golf Commissions	..	..	2

In a number of cities municipal departments combined in the management of recreation facilities and programs as follows:

Managing Authority	*Number of Agencies Reporting* 1923	1928	1933
Boards of Education and City Authorities	5	8	7
Boards of Education and Park Boards	4	6	6
Recreation Commissions and School Boards	1	2	9
Recreation Commissions and Park Commissions	..	4	4
Park Commissions and Others	..	..	3
Recreation Commissions and Others	1	2	2
Other Combinations	..	6	..

In a number of cities municipal and private authorities combined in the management of recreation activities and facilities as follows:

Managing Authority	*Number of Agencies Reporting* 1923	1928	1933
City Councils and private groups	..	5	3
Boards of Education and private groups	..	7	10
Park Departments and private groups	..	2	3
Recreation Departments and private groups	..	5	4
Others	..	8	3

† Includes Park and Recreation Commissions.
†† Includes many subordinate recreation divisions and bureaus.
* Fourteen of these park authorities are in New York City and Chicago.
** These authorities administered recreation facilities and programs financed by municipal funds although in some of the cities it is probable that they were not municipally appointed. Many of these authorities function very much as Recreation Boards and Commissions.

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Private

Private organizations maintaining playgrounds, recreation centers, or community recreation activities are reported as follows:

Managing Authority	*Number of Agencies Reporting* 1923	1928	1933
Playground and Recreation Associations, Committees, Councils, and Leagues, Community Service Boards, Committees and Associations	156	137	68
Community House Organizations, Community and Social Center Boards, and Memorial Building Associations	24	29	32
Civic and Community Leagues, Neighborhood, and Improvement Associations	20	21	12
Women's Clubs and other organizations	23	16	7
Y. M. C. A.'s and Y. W. C. A.'s	11	9	12
Parent Teacher Associations	20	12	4
Kiwanis Clubs	4	4	8
Industrial Plants	14	10	4
Churches	7	..	6
Welfare Federations and Associations, Social Service Leagues, Settlements, and Child Welfare Organizations	12	12	7
American Legion	1	5	4
Lions Clubs	1	2	4
Park and Playground Trustees	..	..	3
Rotary Clubs	4	4	1
Universities and Colleges	..	..	5
Chambers of Commerce and Commercial Clubs	6	9	4
Athletic Associations, Outing Clubs, Winter Sports Clubs	2	5	1
Community Clubs	..	2	5
American Red Cross	2	3	2
Boys' Work Organizations	2	2	2
Miscellaneous	15	18	7

Agencies Reporting Full Time Year Round Workers

Summarized in the following table are the types of municipal and private agencies reporting one or more recreation workers employed on a full time year round basis during 1933. In a number of cities, two or more agencies report year round workers. It should therefore be kept in mind that the information given indicates agencies rather than cities.

As shown by analysis of types of reporting agencies in previous years, it is noted that again in 1933 a large percentage of cities administering recreation through recreation boards, commissions, or independent departments of bureaus employed at least one worker for full time recreation service throughout the year.

On the other hand, relatively few other types of administrative agencies employed workers on a year round basis. Several of the private agencies reporting such workers control few facilities but serve primarily to promote and supplement the work of municipal agencies in the same cities.

Municipal

Managing Authority	*Number of Agencies*
Playground and Recreation Commissions, Boards, and Departments	131
Park Commissions, Boards, Bureaus, and Departments	38*
Boards of Education and other School Authorities	22
Park and Recreation Commissions and Departments	11
Municipal Playgrounds Committees, Recreation Associations, etc.	1
Departments of Public Welfare	5
Departments of Parks and Public Property	4
Departments of Public Works	5
Municipal Golf Commissions	1
City Councils	3
Combined municipal departments	7
Combined municipal and private agencies	2

* Eleven of these park authorities are in Chicago and New York City.

Private

Managing Authority	*Number of Agencies*
Playground and Recreation Associations, Committees, Community Service	26
Playground and Recreation Associations, Community Building Associations, Community House Boards, and Recreation Center Committees	20
Settlements and Neighborhood House Associations, Welfare Federations, etc...	3
Industrial Plants	4
Park and Playground Trustees	3
Community Clubs	2
Miscellaneous	5

Finances

Expenditures totaling $21,074,550.71 supplied from regular sources of appropriation or allocation were reported by 795 cities for the year 1933.

While a general decrease is shown over expenditures from like sources in 1932, an accurate picture of actual expenditures for 1933 must include those made from emergency funds shown in detail in the statistical tables which follow the regular recreation statistics in this Year Book.

A total expenditure of $5,991,303.57 was reported by 222 cities. This amount represented expenditure only to December 31, 1933, and therefore includes only a very small part of funds made available for recreation purposes through the CWA program, which was not in full force until after January 1, 1934.

The greatest relative decrease in expenditures from regular funds is noticeable in expenditure for land, buildings, and permanent equipment, while the smallest relative decrease occurs in the expenditure for salaries and wages for leadership. Both of these items as well as other items of expenditure were very substantially increased by appropriations from emergency funds.

The following table presents a comparison between expenditures for the past three years. In each instance the figures in parentheses represent the number of cities reporting.

	1931	*1932*	*1933*
Land, Buildings, Permanent Equipment	$10,691,176.59 (383 cities)	$ 6,104,051.33 (273 cities)	$ 2,142,630.23 (233 cities)
Upkeep, Supplies' and Incidentals	$ 5,482,844.16 (693 cities)	$ 5,486,540.05 (658 cities)	$ 3,838,241.11 (602 cities)
Salaries and Wages for Leadership	$ 7,943,879.82 (729 cities)	$ 6,950,512.85 (641 cities)	$ 6,253,415.64 (604 cities)
For Other Services	$ 5,383,811.97 (447 cities)	$ 5,628,192.66 (466 cities)	$ 4,342,140.21 (388 cities)
Total Salaries and Wages	$15,668,137.71 (793 cities)	$14,092,568.98 (723 cities)	$12,485,011.04 (682 cities)
Total Regular Expenditures	$36,078,585.37 (917 cities)	$28,092,263.09 (914 cities)	$21,074,550.71 (795 cities)
Total Emergency Expenditures			$ 5,991,303.57
Grand total of Expenditures for recreation in 1933			$27,065,854.28

Sources of Support

The sources from which funds were secured for financing community recreation programs and facilities are summarized in the following table. Receipts from fees and charges supplement the sources in 232 cities.

Source of Support	*Number of cities*
Municipal Funds	647
Municipal and Private Funds	141
Private Funds	140
County	105
Miscellaneous Public Funds	2
Miscellaneous Public and Private Funds	1

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The amounts reported spent from various sources appear in the following table. Approximately 81% of the total amount, the source of which was reported, was derived from taxation. Of the balance approximately 14% was secured from fees and charges and 5% from private sources.

	Amount	*Number of cities*
Municipal and County Funds	$16,907,078.88	653
Fees and Charges	3,042,277.49	232
Private Funds	944,474.88	245

Bond Issues

Four cities report bond issues passed during 1933 for recreation purposes totaling $952,000. thirteen cities report an expenditure of bond issues to the amount of $682,525.89.

	Passed in 1933	*Expended in 1933*
Phoenix, Arizona	$720,000.00	
Tucson, Arizona		$ 6,300.00
Los Angeles, Calif.		132,105.24
San Francisco, Calif.		142,226.00
West Haven, Conn.	10,000.00	7,000.00
Columbus, Georgia		720.57
Chicago, Illinois		8,714.00
Lexington, Kentucky	90,000.00	
Minneapolis, Minn.		24,767.00
Utica, New York		1,500.00
Cincinnati, Ohio	132,000.00	161,560.06
Philadelphia, Penn.		30,321.28
Providence, R. I.		1,733.53
Austin, Texas		27,403.89
Milwaukee, Wis.		138,174.32
Total	$952,000.00	$682,525.89

Special Recreation Activities

The following table is indicative of the comparative extent to which various activities are included in recreation programs and the number of individuals participating. The number of cities in which these activities are conducted is considerably greater than here indicated since many cities do not submit any information for use in this table.

It is practically impossible to draw comparisons with similar tables published in previous Year Books because of the variation in cities reporting desired facts, the variation in number of cities reporting each item and other variables which enter into the gathering of such statistics. Therefore, comparisons are possible only in cases where the increase or decrease is so pronounced as to overbalance the variables which must be taken into consideration. There are no outstanding instances of this kind in the facts reported this year unless it be evidenced in the number of cities reporting classes in arts and crafts which is practically double the number reported in 1932. Participation increased in proportion to this number. This is probably due largely to the increased number of indoor centers open during the year. The figures in parentheses indicate the number of cities reporting participation.

Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Arts and Crafts	344	182,401 (154)
Athletic Activities		
Archery	136	13,561 (68)
Badge Tests	71	37,955 (31)
Baseball	667	297,654 (279)
Basketball	500	183,269 (240)
Bowling	114	12,910 (54)
Handball	213	12,019 (68)
Horseshoes	577	100,727 (248)
Playground Baseball	663	352,352 (276)
Soccer	229	58,996 (84)

Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Tennis	615	359,826 (229)
Volley Ball	506	123,070 (215)
Dancing		
Folk Dancing	304	119,036 (200)
Social Dancing	214	173,570 (92)
Drama		
Drama Tournaments	97	8,653 (49)
Festivals	120	83,207 (47)
Pageants	196	45,314 (70)
Plays	322	38,206 (146)
Puppetry	106	5,209 (37)
Music		
Community Singing	230	266,676 (96)
Christmas Caroling	154	46,998 (81)
Harmonica Bands	91	4,339 (41)
Orchestras	169	4,905 (80)
Rhythmic Bands	97	5,852 (42)
Nature Activities		
Hiking	278	34,381 (128)
Gardening	194	7,702 (37)
Nature Lore	130	13,733 (53)
Water Sports		
Swimming	544	1,105,177 (185)
Swimming Badge Tests (NRA)	92	6,659 (36)
Winter Sports		
Ice Hockey	125	11,716 (47)
Skating	249	217,032 (68)
Skiing	65	5,535 (21)
Tobogganing	74	119,771 (16)
Miscellaneous Activities		
Circuses	140	28,741 (60)
First Aid	170	19,441 (70)
Playground Newspaper	63	2,084 (25)
Safety Activities	193	37,080 (64)

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Tables of Playground and Community Recreation Statistics for 1933

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Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Alabama													
1	Birmingham	259,678	Park and Recreation Board	2	21	3			2,000.00	6,100.00	3,600.00	9,700.00	11,700.00	M	1
2	Sheffield	6,221	Mothers' Club		2			40.00	20.00	90.00		90.00	150.00	P	2
	Arizona														
3	Bisbee	8,023	City of Bisbee	1									300.00	M	3
			School Board	1	1		2		250.00			3,200.00	3,450.00	M	a
4	Douglas	9,828	School Board				2							M	4
5	Phoenix	48,118	Recreation Department, Park Department and Parent Teacher Association	14	8	1	60	5,000.00	800.00	6,058.00	5,828.00	11,886.00	17,686.00	M	5
6	Tucson	32,506	City Playground Board	10	6	1	7		1,400.00	3,105.00	1,851.00	4,956.00	6,356.00	M	6
7	Yuma	4,892	Swimming Pool Commission	1	1					900.00	420.00	1,320.00	1,320.00	M	7
	Arkansas														
8	Fayetteville	7,394	Parent Teacher Association and School Board	1	1		5		110.48	150.00		150.00	260.48	P	8
9	Fort Smith	31,429	Department of Public Property	3	4				200.00			800.00	1,000.00	M&P	9
10	Hope	6,008	Recreation Commission		1				30.00	150.00		150.00	180.00	P	10
11	Little Rock	81,679	Recreation Commission	1	1				200.00	500.00		500.00	700.00	M	11
12	Pine Bluff	20,760	Park Commission											M	12
13	Trumann	2,995	Poinsett Community Club				8							P	13
	California														
14	Alameda	35,033	Park and Recreation Department	1	7	7	1	1,069.00	8,965.00			26,071.00	36,105.00	M	14
			Golf Course Department	1									22,000.00	M	a
15	Alhambra	29,472	Playground and Recreation Commission	4	6		2		800.00	3,600.00		3,600.00	4,400.00	M	15
16	Arcadia	5,216	Coordinating Council				1		150.00				150.00	M	16
17	Bakersfield	26,016	City of Bakersfield											M	17
			School Board	5	5					1,199.33		1,199.33	1,199.33	M	a
18	Bell	7,884	School Board		1									M	18
19	Berkeley	82,109	Recreation Department and Board of Education	33	21		32	233.38	12,993.96	34,955.64	14,544.90	49,500.54	62,729.88	M	19
20	Beverly Hills	17,429	Playground Department	12	5	5		225.00	6,370.00			12,691.00	19,486.00	M	20
21	Burbank	16,662	Park Commission	2				1,775.00	2,487.15	435.00	1,127.86	1,562.86	5,825.01	M	21
22	Chico	7,961	Bidwell Park and Playground Commission										10,000.00	M	22
23	Chino	3,118	Recreation Association	1					100.00	100.00	50.00	150.00	250.00	P	23
24	Claremont	2,719	Coordinating Council	1	1		1	25.00	223.00	258.00	55.00	313.00	561.00	P	24
25	Compton	12,516	City Schools and P. T. A. Playground and Recreation Commission	1					25.00	250.00		250.00	275.00	M	25
26	Crockett	4,314	Community Center Club	3	1	2								P	26
27	Fresno	52,513	Playground Commission	11	11	2			5,394.00			28,116.77	33,510.77	M	27
28	Fullerton	10,860	Summer Playground Commission	1	2		3		84.29	350.00		350.00	434.29	M	28
29	Glendale	62,736	Advisory Recreation Board	18	11		2	5,000.00	2,900.00	7,343.00	960.00	8,503.00	16,403.00	M	29
30	Hermosa Beach	4,796	Kiwanis Club				9	250.00	50.00				300.00	P	30
31	Huntington Beach	3,690	City of Huntington Beach										5,314.76	M	31
32	Inglewood	19,480	Board of Education	4	3				120.00	900.00		900.00	1,020.00	M	32
33	Long Beach	142,032	Recreation Commission and Board of Education	101	81	21		22,983.37	14,171.62	71,267.58	12,340.29	83,807.87	121,962.86	M	33
			Public Service Department	74		18							180,551.79	M	a
34	Los Angeles	1,238,048	Department of Playground and Recreation	176	96	88	200	136,848.90	206,014.06	294,958.53	187,289.72	482,248.25	825,111.21	M	34
			Board of Education	139	194				5,600.00	133,600.00		133,600.00	139,200.00	M	a
			Board of Park Commissioners					1,422.38	23,415.55		68,171.90	68,171.90	93,009.83	M	b
35	Los Angeles County[3]	2,208,048	Los Angeles County Department of Recreation Camps and Playgrounds	37	9	20	2303	19,753.99	67,604.13			180,005.73	267,363.87	C	35
36	Manhattan Beach	3,750	City of Manhattan Beach										5,645.94	M	36
37	Merced	7,066	Rotary Club		1					360.00		360.00	360.00	C	37
38	Modesto	13,842	Park Department	2	3			2,026.04		732.00		732.00	2,758.04	M	38
39	Monrovia	10,890	Recreation Department				14							M	39
40	Montebello	5,498	Natatorium Department	5	2	1			3,746.00			3,960.00	7,706.00	M	40
41	National City	7,301	City Council	3	2		6	663.55	307.50	150.00	1,922.90	2,072.90	3,043.95	M	41
42	Norwalk, Bellflower, and Artesia	20,831	Southeast County Coordinating Council	1										M&P	42
43	Oakland	284,063	Recreation Department	121	85	37	44	8,976.42	60,635.32	91,966.60	71,965.90	163,932.50	233,544.24	M	43
44	Ontario	13,383	Chaffey Union High School and Junior College	2	1		20		1,000.00	500.00	500.00	1,000.00	2,000.00	M	44
45	Orange	8,066	Community Recreation Com.	6	6								572.00	M&P	45
46	Pacific Grove	5,558	Playground Commissioner	2	1									M	46
47	Palo Alto	13,652	Community Center Commission	4	3		19	86.50	1,213.86	5,599.36		5,599.36	6,899.72	M	47
48	Pasadena	76,086	Department of Recreation	23	33	8	447		2,615.35	21,373.41	4,221.00	25,794.41	28,409.76	M	48
			City of Pasadena and Park Department	5	1	3		4,444.82	36,998.00			93,000.68	134,443.50	M	a
49	Piedmont	9,333	City Council	1	6	2			737.00	3,303.00	60.00	3,363.00	4,100.00	M	49
50	Pittsburg	9,610	City of Pittsburg		1				150.00	150.00		150.00	300.00	M	50
51	Pomona	20,804	School Board and Parks and Recreation Commission	1						200.00		200.00	[3]200.00	M	51
52	Red Bluff	3,517	City of Red Bluff		1				73.88	425.00	48.48	473.48	547.36	M&P	52
53	Redlands	14,177	Park Department	4	2								7,619.57	M	53
54	Richmond	20,093	Recreation and Playground Department, School Board	10	4		8	5,000.00	500.00	7,200.00		7,200.00	12,700.00	M	54
55	Riverside	29,696	Recreation Commission and Park Board	3	1		5						5,486.00	M	55
56	Sacramento	93,750	Recreation Department	17	14	13	50	6,087.00	29,309.00	19,016.00	53,370.00	72,388.00	107,984.00	M	56
57	Salinas	10,263	Park Commission		2								6,000.00	M	57
58	San Bernardino	37,481	Recreation Commission	2	1		7			450.00		450.00	450.00	M	58
59	San Clemente	1,000	City of San Clemente										16,877.89	M	59
60	San Diego	147,995	Playground and Recreation Department	19	11	13	97	4,604.89	7,826.98	25,286.53	17,729.73	43,016.46	55,448.13	M	60
			Park Commission						2,740.00		15,556.00	15,556.00	18,296.00	M	a
61	San Francisco	634,394	Recreation Commission	115	108	110	17	125,720.67	137,130.09	184,470.25	132,285.83	316,756.08	579,606.84	M	61
			Board of Park Commissioners					168,997.00	185,337.00				351,384.00	M	a

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	19	27	...	...	46	2,091,000	8	151,124	16	8,640	1	34	...	...	1	5,678	2	43,649	...	...	5	48,650	89	502,000	15	F. G. Swaim	1
2	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. J. G. Baker	2
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	7,500	...	...	...	Ralph L. Motz	3
a	...	2	...	...	2	6,300	...	...	...	...	1	3	...	...	...	...	...	...	...	...	2	3,000	3	900	...	R. E. Souers	a
4	...	1	...	...	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	J. E. Carlson, Jr	4
5	4	5	18	...	27	133,200	2	...	...	...	1	8	...	...	...	...	...	...	...	...	3	...	3	...	6	Laura E. Herron	5
6	...	5	6	...	11	47,000	1	12,000	6	13,700	8	5	...	...	...	...	...	...	...	...	3	24,440	5	3,000	3	Harold A. Patten	6
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	Ike Lepesky	7
8	...	1	...	...	1	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	...	...	Mrs. Chas. M. Reinoehl	8
9	...	6	...	...	6	75,000	1	2,500	...	...	1	1	...	...	...	...	...	...	...	...	...	...	11	10,000	5	W. H. Vaughn	9
10	...	1	...	...	1	2,795	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	...	...	Mrs. C. R. Wilkin	10
11	...	10	...	...	10	...	...	...	3	11,000	3	3	...	...	...	...	...	...	1	4,700	1	40,000	5	...	...	Jess W. Matthews	11
12	...	...	...	...	...	...	...	...	...	...	1	2	1	...	1	...	1	...	1	...	1	...	7	...	1	R. J. Rhinehart	12
13	...	...	...	...	...	...	1	4,000	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	1	Herman Lewis	13
14	4	1	...	...	5	637,265	1	...	...	...	4	3	1	48,260	...	...	...	...	...	...	...	...	8	63,195	...	George Sperbeck	14
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	51,608	...	...	...	...	...	...	...	Earl Fry	a
15	14	...	...	...	14	28,269	1	22,287	...	...	1	1	...	...	...	...	...	...	...	...	...	...	18	88,994	...	Claude C. Downing	15
16	...	2	...	...	2	8,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Jane Adcock	16
17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	11	...	1	Fred W. Nighbert	17
a	...	5	...	...	5	78,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Alfred Ames	a
18	1	...	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Georgina D. Ritchie	18
19	22	...	3	...	25	1,319,383	5	27,996	4	24,548	4	5	...	...	...	...	...	...	2	...	...	...	18	...	1	Charles W. Davis	19
20	2	...	...	...	2	144,710	...	...	...	...	1	2	...	...	...	...	...	...	...	...	1	72,626	8	42,042	1	George V. Chapman	20
21	...	5	...	...	5	29,153	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	3	14,240	2	Ida M. Fitzgerald	21
22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	2	...	2	...	...	George P. Morse	22
23	...	1	...	...	1	2,000	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Levi H. Dickey	23
24	1	1	...	...	2	3,450	...	...	1	450	2	...	...	...	...	...	...	...	...	...	1	4,469	...	...	...	John R. Lyons	24
25	...	5	...	...	5	6,906	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	Cecil C. Howard	25
26	1	...	...	...	1	24,327	...	...	3	...	1	1	...	...	...	...	...	...	...	...	1	70,000	2	...	...	Frank Young	26
27	10	3	...	...	13	1,074,036	6	17,160	6	...	10	11	...	...	...	...	...	...	...	...	1	...	35	81,167	6	Raymond L. Quigley	27
28	...	1	...	...	1	5,000	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	Arthur L. Johnson	28
29	...	3	20	6	29	192,358	...	...	...	...	5	5	...	...	...	...	...	...	...	...	1	...	19	...	1	O. J. Renfrew	29
30	3	...	...	...	3	...	...	...	...	...	2	1	...	...	...	...	...	...	...	...	...	...	4	12,000	...	A. A. Nelson	30
31	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	Charles R. Furr	31
32	11	...	...	...	11	96,800	...	...	7	...	...	1	...	...	...	...	...	...	2	27,000	...	...	...	...	...	Lionel D. De Silva	32
33	8	9	18	10	45	509,565	12	...	39	[1]1271,581	14	11	11	2,719,231	1	...	1	...	...	...	1	...	20	71,584	...	Walter L. Scott	33
a	...	...	...	...	...	...	...	...	1	...	...	...	1	7,500,000	1	120,000	...	...	...	...	...	...	...	...	...	Myrtelle L. Gunsul	a
34	48	...	...	...	48	11,071,163	71	...	1	12,500	34	33	4	...	...	...	...	...	1	...	17	...	85	...	19	George Hjelte	34
a	105	...	101	...	206	3,815,457	...	...	20	...	42	28	...	...	...	...	...	...	5	...	1	...	61	...	...	C. L. Glenn	a
b	...	...	...	...	...	...	...	...	...	...	...	2	...	...	1	...	2	[2]149,063	...	...	...	...	32	...	6	J. J. Hassett	b
35	97	...	...	...	97	2,631,510	1	200,000	217	2,500,000	...	...	9	10000,000	...	...	...	...	...	...	1	12,000	2	1,800	...	Virgil Dahl	35
36	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	4	...	...	Merritt J. Crandall	36
37	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	C. H. Wright	37
38	...	3	...	...	3	21,707	...	...	1	...	1	2	...	...	1	...	...	...	...	...	...	...	8	...	2	H. E. Gragg	38
39	...	5	...	1	6	17,238	...	...	3	2,450	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	Dwight O. Welch	39
40	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	67,088	...	...	...	Vancil E. Row	40
41	...	1	...	...	1	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	3	...	...	H. P. Requa	41
42	6	...	...	...	6	30,240	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ralph F. Burnight	42
43	62	...	6	...	68	[2]2,732,912	3	177,408	11	...	8	13	...	...	...	...	1	57,094	...	...	1	31,096	47	...	...	R. W. Robertson	43
44	1	...	...	...	1	43,500	...	...	3	10,720	1	2	...	...	...	...	...	...	1	10,000	...	...	16	74,000	1	Fred H. Clapp	44
45	...	6	...	...	6	5,735	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	4	...	...	Mrs. L. L. Williams	45
46	...	...	...	3	3	...	...	...	...	...	3	2	1	10,000	1	...	...	...	...	...	1	600	6	6,000	...	C. W. Easterbrook	46
47	3	1	...	...	4	107,366	1	127,750	2	2,200	2	3	...	...	...	...	...	...	...	...	...	...	9	7,000	...	Philip A. Brotherton	47
48	13	...	8	...	21	566,631	...	...	2	10,372	10	11	...	...	...	...	...	...	...	...	2	16,732	58	217,052	1	Cecil F. Martin	48
a	...	...	...	...	...	...	2	105,000	3	6,000	4	6	...	...	1	25,000	1	75,000	...	...	2	63,147	16	30,000	2	G. L. Skutt	a
49	2	...	...	...	2	75,544	1	...	1	3,500	1	...	...	...	...	...	...	...	...	...	...	...	6	...	...	Mrs. Telura Swim	49
50	...	1	...	...	1	...	...	...	...	...	1	3	...	...	...	...	...	...	...	...	...	...	3	...	1	George T. Oliver	50
51	10	1	...	...	11	30,627	...	...	1	250	2	3	...	...	...	...	...	...	...	...	1	...	2	...	...	C. Fred Cutter	51
52	...	...	...	1	1	7,377	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Enville C. Spaulding	52
53	...	...	...	...	...	...	2	...	...	...	...	1	...	...	...	...	...	...	1	20,000	...	...	12	...	2	W. T. Ferguson	53
54	6	...	...	...	6	90,000	...	...	3	4,000	1	7	1	...	...	...	...	...	1	...	...	...	5	...	...	Ivan W. Hill	54
55	...	6	...	...	6	100,654	...	...	2	...	...	2	...	...	...	...	...	...	...	...	3	...	3	...	...	H. E. Wilson	55
56	5	...	...	1	6	...	9	76,204	9	32,160	13	13	...	...	1	...	1	...	...	...	1	...	15	...	3	J. B. Maloney	56
57	2	...	...	...	2	20,000	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	3	14,000	...	N. K. Hazlett	57
58	...	1	...	...	1	14,686	...	...	1	...	1	1	...	...	...	...	...	...	1	...	...	...	2	...	...	Lewis E. Adams	58
59	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	1	...	2	...	...	William Holmes	59
60	12	...	...	11	23	1,113,348	5	...	7	...	...	7	6	...	...	...	...	...	...	...	1	...	23	...	2	W. A. Kearns	60
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	25,000	1	30,000	...	...	...	...	...	...	...	A. S. Hill	a
61	52	...	...	...	52	[3]5,633,030	25	...	19	126,595	1	15	1	...	...	...	...	...	...	...	2	46,043	56	...	...	Veda B. Young	61
a	...	...	...	...	...	...	...	...	...	...	5	17	2	...	...	...	3	346,315	...	...	1	45,039	70	...	1	B. P. Lamb	a

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	No. of Women	No. Employed Full Time Year Round	Volunteer Workers	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	Source of Financial Support†	No. of City
	California—Cont.														
1	San Jose	57,651	City Recreational Commission and School Department	23	33	....	....	3,397.67	352.49	....	....	6,632.88	[a]13,985.80	M	1
2	San Leandro	11,455	Board of Recreation	4	3	....	....	550.00	820.00	2,450.00	500.00	2,950.00	4,320.00	M	2
3	Santa Barbara	33,613	Recreation Commission	15	2	....	110	500.00	286.08	6,727.96	684.00	7,411.96	8,198.04	M	3
4	Santa Barbara Co.[1]	63,167	Santa Barbara County Board of Forestry	....	....	....	....	4,974.75	3,717.67	....	8,993.70	8,993.70	17,686.12	C	4
5	Santa Monica	37,146	Department of Playgrounds and Recreation, Board of Education	9	9	....	....	....	566.00	4,101.86	241.34	4,343.20	4,909.20	M	5
			Public Works Department	32	5	6	....	....	....	....	....	....	142,835.00	M	a
6	Selma	3,047	Park Commission	....	....	....	....	....	....	....	....	....	247.38	M	6
7	South Pasadena	13,730	Recreation Commission	4	3	....	....	....	65.00	600.00	....	600.00	665.00	M	7
8	South San Francisco.	6,193	School Board	....	2	....	3	....	....	150.00	....	150.00	150.00	M	8
9	Stockton	47,963	City Recreation Department	8	4	4	20	100.00	9,068.06	5,976.00	8,789.84	14,765.04	23,933.90	M	9
10	Taft	3,442	School District	1	....	....	....	....	....	288.00	....	288.00	288.00	M	10
11	Vallejo	14,476	School Board	4	3	....	....	5,000.00	1,000.00	....	....	7,500.00	13,500.00	S&C	11
12	Ventura	11,603	Fire Department	1	....	....	18	....	3,000.00	....	....	1,700.00	4,700.00	M&P	12
13	Whittier	14,822	Recreation Commission	3	1	....	15	....	884.68	1,111.40	....	1,111.40	1,996.08	M	13
	Colorado														
14	Alamosa	5,107	American Legion Playground Committee	....	1	....	....	....	30.00	120.00	....	120.00	150.00	M	14
15	Boulder	11,223	Playground Committee	3	1	....	2	....	26.00	442.00	....	442.00	468.00	M	15
16	Colorado Springs	33,237	Park Commission	2	10	....	....	838.64	558.99	1,919.23	3,261.85	5,180.98	6,578.61	M	16
			Patty Stuart Jewett Memorial Field	....	....	....	1	3,599.83[2]	3,559.40	....	....	....	18,783.04	25,942.36	M	a
17	Denver	287,861	Board of Education	23	23	1	....	2,000.00	595.00	8,061.16	....	8,061.16	8,656.16	M	17
			Parks Department	10	....	....	....		61,500.00	1,500.00	35,000.00	36,500.00	100,000.00	M	a
			Leisure Time Council	1	....	....	59	....	....	440.00	....	440.00	440.00	P	b
18	Fort Collins	11,489	City of Fort Collins	....	....	....	....	....	....	....	....	....	10,000.00	M	18
19	Fort Morgan	4,423	City of Fort Morgan	....	....	....	....	....	....	....	....	....	2,500.00	M	19
20	Longmont	8,029	Park Board	....	....	....	....	....	7,000.00	....	....	....	7,000.00	M	20
	Connecticut														
21	Ansonia	19,898	Recreation Commission	....	....	....	....	....	....	....	....	....	....	M	21
22	Branford[3]	7,000	Community Council	2	....	1	....	....	1,749.62	1,500.00	650.00	2,150.00	3,899.62	P	22
23	Bridgeport	146,716	Board of Recreation	85	8	5	....	....	3,300.00	33,800.00	5,100.00	38,900.00	42,200.00	M	23
24	Bristol	28,451	Recreation Commission	2	4	....	....	....	....	696.00	383.72	1,079.72	1,079.72	P	24
25	Darien	7,000	Kiwanis Club	....	1	....	....	....	....	60.00	....	60.00	60.00	P	25
26	Glastoobury	5,000	Williams Memorial Building Association	1	....	....	....	....	....	1,700.00	1,200.00	2,900.00	2,900.00	M&P	26
27	Greenwich	34,500	Recreation Board	47	24	3	5	....	4,366.70	10,129.62	2,311.53	12,441.15	16,807.85	M	27
28	Hartford	164,072	Recreation Division, Park Department	15	6	7	60	....	....	....	....	....	12,000.00	M	28
29	Meriden	38,481	Recreation Commission	9	4	....	....	750.00	3,350.00	2,286.00	7,256.40	9,542.40	13,642.40	M	29
30	Middletown	24,554	Department of Parks and Playgrounds	9	5	....	....	500.00	500.00	3,500.00	600.00	4,100.00	5,100.00	M	30
31	Milford	13,000	Recreation Council	....	....	....	16	....	....	....	....	....	....	M	31
32	Naugatuck	14,315	Board of Education and Community House	4	....	....	....	....	466.92	....	....	607.25	1,074.17	M	32
33	New Britain	68,128	Recreation Commission	....	12	....	....	200.00	1,100.00	700.00	....	700.00	2,000.00	M	33
34	New Haven	162,655	Board of Education	53	55	....	....	....	302.95	6,129.39	1,011.00	7,140.39	7,443.34	M	34
			Department of Parks	7	2	6	....	....	....	....	....	....	83,781.84	M	a
35	New London	29,640	Department of Public Welfare	....	....	....	....	....	1,432.00	....	3,068.00	3,068.00	4,500.00	M	35
36	Norwich	23,021	Recreation Commission	8	17	....	....	....	1,800.00	3,000.00	200.00	3,200.00	5,000.00	M	36
37	Plainfield	8,027	Community Association	3	1	....	20	....	....	....	....	1,268.00	5,048.10	P	37
38	Salisbury	2,700	Recreation Committee	1	....	1	5	....	100.00	2,120.00	....	2,120.00	2,220.00	P	38
39	Seymour	7,000	Playground Association, Inc.	3	1	....	....	110.00	150.00	470.00	68.00	538.00	798.00	M&P	39
40	Shelton	10,113	Playground Commission	1	2	....	17	....	200.00	350.00	....	350.00	550.00	M	40
41	Southington	8,500	Recreation Park, Inc.	....	....	....	....	....	1,750.00	....	....	....	1,750.00	P	41
42	South Manchester	22,000	Recreation Centers	8	7	3	....	500.00	10,019.10	7,827.00	....	7,827.00	18,347.00	M	42
43	Stamford	45,346	Board of Public Recreation	21	13	4	5	....	3,121.80	9,208.29	1,855.80	11,064.09	14,185.89	M	43
44	Stratford	19,212	Sterling Park Trustees	2	3	1	....	4,800.00	3,780.00	2,610.00	2,110.00	4,720.00	13,300.00	P	44
45	Torrington	26,040	Recreation Commission	2	4	1	23	....	1,330.00	2,300.00	200.00	2,500.00	3,830.00	M&P	45
46	Wallingford	14,278	Borough of Wallingford	1	1	....	....	....	....	....	....	....	800.00	M	46
47	Watertown	8,000	Civic Union	2	2	....	7	....	....	454.25	123.18	577.43	577.43	P	47
48	West Hartford	24,941	Town Plan and Cemetery Commission	4	2	....	....	....	1,600.00	....	....	1,400.00	3,000.00	M	48
49	West Haven	25,808	Park Commission	....	1	....	....	1,386.00	97.00	180.00	723.00	903.00	2,386.00	M	49
50	Westport	5,000	Supervising Committee, Park and Athletic Field	2	....	....	....	....	....	609.96	2,175.00	2,874.96	2,874.96	M	50
51	Winsted	7,983	Playground Association	....	2	....	2	....	157.03	....	....	304.60	461.63	P	51
	Delaware														
52	Selbyville	700	Committee on Education, Salem Methodist Episcopal Church	....	....	....	18	....	....	....	....	....	788.00	P	52
53	Wilmington	106,597	Board of Park Commissioners	23	20	....	....	....	13,741.12	6,548.23	1,207.28	7,755.51	21,496.63	M	53
	Dist. of Columbia														
54	Washington	486,869	Department of Playgrounds	90	132	36	....	8,000.00	20,808.28	85,013.00	65,793.72	150,806.72	179,615.00	M	54
			Community Center Department, Public Schools	50	79	14	43	....	9,113.74	....	....	64,775.47	73,889.21	M	a
			National Capital Parks, Interior Department	....	....	....	....	....	....	....	....	....	....	M	b
	Florida														
55	Bartow	5,269	City of Bartow	1	....	1	....	....	....	....	....	....	5,000.00	M	55
56	Clearwater	7,607	Peace Memorial Church	1	....	1	20	300.00	1,000.00	2,500.00	300.00	2,800.00	4,100.00	P	56
57	Coral Gables	5,697	City Manager	....	....	....	....	....	2,000.00	....	....	....	2,000.00	M	57
58	Daytona Beach	16,598	Recreation Department	2	3	2	....	....	4,750.00	1,764.00	....	1,764.00	6,514.00	M	58
59	Eustis	2,835	Recreation Bureau	....	1	....	....	....	100.00	300.00	....	300.00	400.00	M	59
60	Fort Lauderdale	8,666	Department of Parks and Playgrounds and Harmon Playground Assn.	1	2	1	25	....	2,900.00	850.00	1,150.00	2,000.00	4,900.00	M	60
61	Jacksonville	129,549	Playground and Recreation Board	18	5	16	75	19,424.70	11,875.60	25,985.00	23,471.70	49,456.70	80,557.00	M	61
62	Lakeland	18,554	Recreation Department	2	1	2	....	750.00	7,170.50	3,600.00	5,528.00	9,128.00	17,048.50	M	62
63	Lake Wales	2,401	Park Committee of City Council	1	....	1	....	....	....	....	....	....	2,600.00	M	63

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participatioo	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Partleipation	Number of Wading Pools	Source of Information	No. of City
1	...	2	...	...	2	107,725	...	...	...	...	...	5	...	...	...	...	...	...	...	...	1	19,586	3	2,700	...	W. Bachrodt	1
2	3	...	2	...	5	79,490	...	...	...	...	...	3	...	...	...	...	...	...	...	...	1	72,000	6	7,200	...	Judson C. Doke	2
3	3	4	5	...	12	245,992	1	5,529	2	...	11	4	2	...	...	...	...	...	...	...	...	...	10	...	2	W. H. Orion	3
4	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	...	Frank E. Duane	4
5	...	2	...	4	6	142,641	...	...	2	1,836	1	4	...	...	...	...	...	...	...	...	...	...	3	...	...	A. R. Veenker	5
a	3	5	...	...	8	1,600,000	2	...	...	...	...	...	1	...	1	73,000	...	...	...	...	...	...	10	27,375	...	Hal C. Sanborn	a
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	E. P. Todd	6
7	2	1	...	1	4	22,500	...	...	...	...	1	3	...	...	...	...	...	...	...	...	...	...	4	...	...	C. Merrill Green	7
8	...	1	...	...	1	10,400	1	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	...	...	Marian Canvassa	8
9	1	4	2	2	9	221,670	1	10,000	...	...	2	6	1	50,000	1	28,998	...	...	1	2,500	1	25,000	9	40,000	3	B. E. Swenson	9
10	...	1	...	...	1	3,042	...	...	2	1,585	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	C. L. Walsh	10
11	...	1	2	...	3	20,000	...	...	9	5,000	1	4	2	5,000	...	...	...	...	1	500	1	1,000	4	1,000	...	S. W. Rich	11
12	...	3	2	1	6	...	...	...	2	20,000	1	3	1	...	1	...	...	...	...	...	...	...	12	...	...	H. A. Johnson	12
13	...	5	...	...	5	...	...	...	...	...	2	1	...	...	...	...	...	...	...	...	1	18,465	9	...	...	Verne S. Landreth	13
14	...	1	...	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...	...	...	1	Mrs. Hazel Bond	14
15	...	5	...	...	5	75,300	...	...	3	6,500	2	1	...	...	...	...	...	...	...	...	1	...	2	...	...	Lloyd H. Gillett	15
16	...	7	...	...	7	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	15	...	1	} Humphry Saunders	16
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...		a
17	...	35	...	...	35	498,465	4	...	...	...	20	16	...	...	...	...	...	...	...	...	...	...	90	...	...	Willard N. Greim	17
a	...	...	...	...	...	...	10	...	...	...	...	25	3	...	2	42,372	2	56,588	1	...	4	...	65	...	3	Arthur W. Finley	a
b	...	...	...	...	...	...	...	...	12	37,450	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Bernard M. Joy	b
18	...	...	...	...	...	...	...	...	...	...	...	1	1	50,000	...	...	...	...	...	...	...	...	6	5,000	...	A. J. Rosenow	18
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	2	...	1	B. J. Siebel	19
20	...	...	...	...	...	...	...	...	...	...	1	2	1	...	1	...	...	...	...	...	1	...	...	...	...	C. A. Flanders	20
21	...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	3	...	6	...	...	Andrew F. Nolan	21
22	...	3	...	...	3	3,819	1	17,821	...	...	1	1	3	...	...	...	...	...	...	...	...	...	4	...	...	H. C. Brazeau	22
23	...	9	...	...	9	120,205	...	...	5	6,627	1	14	1	556,980	1	23,532	1	43,269	...	...	...	...	20	97,068	...	Robert A. Leckie	23
24	...	5	...	...	5	...	...	...	...	...	2	7	1	...	...	...	...	...	...	...	...	...	...	...	...	A. C. Hitchcock	24
25	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. W. D. Macdonald	25
26	...	...	...	...	...	...	1	...	2	...	3	3	...	...	1	...	...	...	...	...	...	...	2	...	...	Francis S. Knox	26
27	1	3	...	8	12	204,992	3	8,346	8	50,031	1	13	...	...	...	...	...	...	...	...	...	...	9	19,338	...	James S. Stevens	27
28	4	7	...	9	20	182,000	4	...	10	48,000	5	32	1	...	...	...	2	...	...	...	2	138,426	34	...	2	James H. Dillon	28
29	...	4	...	...	4	...	...	...	...	...	2	3	2	35,000	1	30,000	...	...	...	...	...	...	...	...	...	Oscar L. Dossin	29
30	...	8	...	...	8	228,000	...	...	1	15,000	1	2	1	...	...	...	...	...	...	...	...	...	4	...	...	P. M. Kidney	30
31	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	Richard S. Burnap	31
32	...	1	...	...	1	10,000	1	40,000	...	...	1	5	...	...	1	500	...	...	1	...	...	...	5	4,000	...	Harold E. Chittenden	32
33	...	9	...	...	9	160,000	...	...	...	...	2	7	...	...	...	...	1	...	...	...	4	...	10	...	1	John Smithwick	33
34	...	18	32	...	50	166,780	...	...	8	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Henry J. Schnelle	34
a	...	...	...	...	...	...	...	...	...	...	4	25	3	107,602	...	...	1	68,465	...	...	...	...	21	10,581	...	Harold V. Doheny	a
35	...	...	...	...	...	...	...	...	...	...	1	3	3	...	...	...	...	...	...	...	...	...	1	...	...	William A. Holt	35
36	...	10	...	...	10	75,000	...	...	...	...	2	6	...	...	...	...	...	...	...	...	...	...	4	...	...	Matthew J. Sheridan	36
37	...	1	...	...	1	...	1	...	...	...	1	2	...	...	...	...	...	...	1	14,000	...	...	2	2,400	...	Benjamin Wilson	37
38	...	...	...	3	3	...	...	...	4	2,480	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	W. R. Hemmerly	38
39	...	2	...	...	2	35,000	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	...	...	...	F. B. Towle	39
40	...	2	...	...	2	10,000	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	1	George W. Anger	40
41	...	...	...	...	...	...	...	...	...	...	1	1	1	10,000	...	...	...	...	...	...	1	25,000	...	...	...	Boughton T. Noble	41
42	...	2	...	...	2	128,000	2	300,000	...	...	3	4	1	...	...	...	...	...	1	...	1	...	4	...	...	Frank C. Busch	42
43	4	2	...	...	6	145,337	1	9,748	8	27,822	...	5	2	...	1	...	...	...	...	...	...	...	8	...	...	Edward J. Hunt	43
44	1	...	...	...	1	10,000	1	50,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	S. H. Bunnell	44
45	...	2	...	...	2	60,030	1	12,000	5	6,000	...	1	1	5,000	...	...	...	...	...	...	...	...	...	...	1	Rose K. Eagan	45
46	...	4	...	...	4	...	...	...	...	...	3	3	1	...	...	...	...	...	...	...	1	...	2	...	...	William B. Hall	46
47	...	1	...	...	1	107,020	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	Mrs. Colin Barrett	47
48	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	25,000	9	400	1	H. J. Salmonsen	48
49	...	1	...	...	1	...	...	...	...	...	1	3	2	...	...	...	...	...	...	...	...	...	6	5,470	...	Walter N. Scranton	49
50	...	...	...	1	1	21,649	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	6	...	...	T. H. Leonard	50
51	...	1	...	...	1	6,100	1	...	...	...	1	1	1	...	...	...	...	...	...	...	1	...	...	...	1	} L. L. Chase and Edith N. C. Wolf	51
52	...	...	...	1	1	653	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	Beulah Clearwaters	52
53	...	...	...	20	20	442,650	1	67,877	5	50,972	1	18	...	...	...	...	...	...	...	...	5	232,052	23	...	5	Edward R. Mack	53
54	32	45	...	10	87	4,598,042	...	...	1	60,174	8	8	...	...	...	...	...	...	...	...	5	...	39	...	7	Maude N. Parker	54
a	...	...	...	...	...	...	...	...	39	640,947	2	2	...	...	...	...	...	...	2	...	...	...	6	...	...	Mrs. Elizabeth K. Peeples	a
b	...	...	...	...	...	...	...	...	...	...	2	32	...	...	10	343,209	...	...	...	...	2	73,776	89	306,411	2	C. Marshall Finnan	b
55	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	1	...	3	...	...	C. S. James	55
56	...	...	...	...	...	...	1	5,000	...	...	8	4	...	...	...	...	...	...	...	...	...	...	6	...	...	R. B. Van Fleet	56
57	...	...	...	...	...	...	...	...	...	...	2	...	...	...	1	...	...	...	...	...	1	...	6	...	...	E. M. Williams	57
58	2	3	...	...	5	...	4	9,300	...	...	1	1	...	...	...	...	...	...	...	...	...	...	4	1,000	...	John Sheedy	58
59	...	...	...	1	1	10,000	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	Mrs. M. M. Dibble	59
60	...	5	...	...	5	10,000	...	...	...	...	1	...	1	...	...	...	...	...	...	...	1	...	3	...	...	R. M. Kerr	60
61	11	...	...	...	11	412,068	2	17,464	7	5,439	2	8	...	...	...	...	...	...	...	...	2	41,218	30	48,322	...	Joseph E. Byrnes	61
62	5	...	5	...	10	17,900	2	43,100	1	500	1	1	1	...	...	...	1	29,800	...	...	...	...	6	31,000	...	W. W. Alderman	62
63	...	...	...	...	...	...	2	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	4	...	...	Miss E. D. Quaintance	63

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Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Florida—Cont.													
1	Miami	110,637	Department of Recreation	3	1	4	....	2,000.00	6,200.00	8,000.00	647.00	8,647.00	16,847.00	M	1
			Department of Public Service	....	....	....	....	....	8,420.30	....	....	13,423.62	21,843.92	M	a
2	Miami Beach	6,494	Recreation Department	3	2	3	7	....	8,000.00	8,500.00	....	8,500.00	12,500.00	M	2
3	Mount Dora	1,813	Park Commission	1	....	....	3	....	....	....	....	....	125.00	M	3
4	New Smyrna	4,149	City Commission	1	....	....	....	....	2,033.45	....	....	1,602.35	3,635.80	M	4
5	Orlando	27,330	City Recreation Department and Athletic Association	11	2	2	17	....	4,583.76	3,253.73	1,926.61	5,180.36	9,764.12	M	5
6	Palatka	5,500	City of Palatka	....	....	....	....	....	....	....	....	....	1,000.00	M	6
7	St. Petersburg	40,425	Recreation Bureau	6	5	7	30	....	....	....	....	....	62,203.81	M	7
8	Sanford	10,100	City of Sanford	....	....	....	....	....	....	....	....	....	....	M	8
9	Sarasota	8,398	Recreation Department	3	....	....	....	2,000.00	3,000.00	2,600.00	2,000.00	4,600.00	9,600.00	M	9
10	Tampa	101,181	Board of Public Recreation	7	6	8	....	3,000.00	7,000.00	17,000.00	....	17,000.00	27,000.00	M	10
	Georgia														
11	Athens	18,192	Colored Community Association[11]	....	....	....	10	....	43.00	....	....	....	43.00	P	11
12	Atlanta	270,366	Park Department	38	19	6	48	4,500.00	6,798.11	42,172.58	....	42,172.58	53,470.69	M	12
13	Augusta	60,342	Parks and Trees Department	3	3	3	....	....	7,720.26	4,300.00	....	4,300.00	12,020.26	M	13
14	Columbus	43,131	Park and Recreation Department	....	7	1	....	650.00	482.46	2,142.00	....	2,142.00	3,274.46	M&P	14
15	Dublin	5,681	Parks Committee, City Council	....	....	....	....	....	....	....	....	....	257.13	M	15
16	Fitzgerald	6,412	Y. M. C. A.	....	1	....	....	300.00	50.00	105.00	....	105.00	455.00	M&P	16
17	Macon	53,829	Playground and Recreation Association	1	13	11	....	....	2,150.00	7,220.00	700.00	7,920.00	10,070.00	M	17
18	Savannah	85,024	Recreation Commission	2	12	1	10	....	685.72	3,129.92	700.00	3,829.92	8,515.64	M	18
	Idaho														
19	Glenns Ferry	1,400	School Board	....	....	....	3	....	....	....	....	....	....	M	19
20	Idaho Falls	9,429	City of Idaho Falls	1	....	....	....	....	....	200.00	300.00	500.00	500.00	M	20
	Illinois														
21	Altoo	30,151	Playground and Recreation Commission	11	9	2	3	....	6,837.35	5,876.93	4,437.82	10,134.75	16,972.10	M&P	21
22	Aurora	46,589	Playground Commission	....	15	....	....	7,238.00	7,139.00	3,982.50	1,237.50	5,220.00	19,617.00	M	22
23	Bloomington	30,930	Fell Avenue Community Playground Committee	1	1	....	....	....	75.00	525.00	....	525.00	600.00	P	23
24	Cairo	13,532	Park Commissioners	....	....	....	2	....	150.00	....	....	....	150.00	M	24
25	Calumet City	12,298	Memorial Park District	3	....	3	33	....	....	....	....	....	....	M	25
26	Canton	11,718	Park District	2	....	....	....	1,000.00	3,000.00	....	....	2,500.00	6,500.00	M	26
27	Centralia	12,583	Recreation Department	6	7	1	10	....	1,485.14	2,771.97	....	2,771.97	4,257.11	M	27
28	Chicago	3,376,438	Bureau of Parks, Recreation and Aviation	34	18	52	....	8,714.00	29,150.00	106,496.40	73,148.50	179,644.90	217,508.90	M	28
			South Park Commissioners	116	46	62	....	....	25,490.00	409,510.00	....	409,510.00	435,000.00	M	a
			West Chicago Park Commission	57	53	74	....	....	27,350.00	....	....	246,247.00	273,797.00	M	b
			Bureau of Recreation, Board of Education	61	60	121	....	128,510.00	32,250.00	295,068.00	174,161.00	469,229.00	629,989.00	M	c
			Calumet Park District	8	3	....	....	....	....	....	....	....	21,790.00	M	d
			Lincoln Park Commissioners	45	16	36	....	....	151,738.38	106,101.78	....	106,101.78	257,840.16	M	e
			Old Portage Park District	12	8	....	....	....	1,300.00	....	....	9,200.00	10,500.00	M	f
			Ridge Park District	4	....	2	....	....	11,610.00	7,827.00	16,728.00	24,555.00	36,165.00	M	g
			River Park District	15	10	....	....	....	22,562.83	....	....	17,423.13	39,985.98	M	h
			Norwood Park District	10	2	....	....	2,050.30	1,994.68	....	....	8,659.90	12,704.88	M	i
			Northwest Park District	5	3	2	....	....	....	....	....	....	....	M	j
29	Chicago Heights	22,321	Park District	4	....	....	....	955.13	1,551.32	1,188.73	4,143.61	5,332.36	7,838.81	M	29
30	Cicero	66,602	Clyde Park District	9	....	1	....	35,900.00	17,055.71	....	31,415.76	31,415.76	84,371.47	M	30
			Hawthorne Park District	3	1	....	....	375.00	....	800.00	300.00	1,100.00	1,475.00	M	a
31	Cook County[11]	4,000,000	Forest Preserve District of Cook County	....	....	....	....	....	....	....	....	....	....	C	31
32	Decatur	57,310	Fines Community Association	13	11	1	....	....	345.00	2,890.00	365.00	3,255.00	3,600.00	M&P	32
33	East Dundee	1,341	Playground Committee	1	....	....	12	....	....	100.00	....	100.00	100.00	P	33
34	East St. Louis	74,347	Park District	11	13	4	....	12,500.00	3,000.00	4,000.00	5,300.00	9,300.00	26,800.00	M	34
35	Elgin	35,929	Summer Playground Association	10	1	....	64	....	70.00	[12]165.00	....	165.00	235.00	P	35
36	Evanston	63,338	Department of Recreation	28	12	2	8	....	332.50	9,497.50	225.00	9,722.50	10,055.00	M	36
37	Freeport	22,045	Park Board	1	....	....	45	....	....	....	....	....	2,500.00	M	37
38	Glencoe	6,295	Municipal Playground Committee	....	....	....	....	5,112.88	4,777.44	....	10,201.21	10,201.21	20,091.53	M	38
39	Granite City	25,130	Park District	5	3	....	....	....	8,200.00	300.00	1,500.00	1,800.00	7,000.00	M	39
40	Highland Park	12,203	Community Service, Inc.	6	1	....	....	....	....	....	....	....	3,400.00	P	40
			East Park Board	7	2	....	....	....	....	....	....	....	19,800.00	M	a
41	Hoopeston	5,613	Park Committee	1	....	....	....	....	....	....	....	....	10,000.00	M	41
42	Jacksonville	17,747	Y. M. C. A.	1	....	....	4	....	....	....	....	....	....	P	42
43	Joliet	42,993	Bureau of Recreation	1	....	1	17	....	150.00	2,400.00	....	2,400.00	2,550.00	M	43
44	Kewanee	17,093	Park District	1	4	....	1	11,000.00	1,500.00	2,500.00	....	2,500.00	15,000.00	M	44
45	La Grange and La Grange Park	13,042	Civic Club of La Grange	1	1	....	30	153.07	....	350.00	....	350.00	503.07	M&P	45
46	Lake Forest	6,554	Park Board	4	3	....	....	....	....	....	....	....	23,700.00	M	46
47	La Salle, Peru, and Oglesby	27,090	La Salle-Peru Township Social Center	13	6	1	1	700.00	2,800.00	4,000.00	1,800.00	5,800.00	9,300.00	M	47
48	Maywood	25,829	Playground and Recreation Board	2	6	1	3	381.60	1,477.29	4,396.85	....	4,396.85	6,255.74	M	48
49	Naperville	5,118	City Council	....	....	....	....	....	....	....	....	....	....	M	49
			Y. M. C. A.	2	1	....	....	....	50.00	150.00	....	150.00	200.00	M	a
50	Oak Park	63,982	Playground Board	6	15	6	....	....	10,262.15	9,372.43	13,874.75	23,247.18	33,509.33	M	50
			Park District	....	....	....	7	....	....	....	....	....	....	M	a
51	Park Ridge	10,417	Park District	1	....	....	....	....	1,000.00	....	....	....	1,000.00	M	51
52	River Forest	6,829	Recreation Board	2	1	1	....	18.15	766.38	3,395.00	....	3,395.00	4,178.53	M	52
			Park District	5	6	....	....	....	6,150.68	....	....	3,235.14	9,385.82	M	53
53	Rockford	85,864	Booker Washington Center[11]	....	1	1	....	....	650.00	1,200.00	200.00	1,400.00	2,050.00	P	a
54	Rock Island	37,953	Playground and Recreation Commission	23	4	1	10	....	617.07	3,218.86	884.80	4,103.66	4,720.73	M	54
55	St. Charles	8,377	Henry Rockwell Baker Memorial Community Center	2	....	....	9	....	2,911.80	1,500.00	3,039.88	4,539.88	7,451.68	P	55
			Park Board	....	....	....	....	....	....	....	....	....	....	M	a
56	Silvis	2,650	Recreation Commission	1	1	....	....	....	....	280.00	100.00	380.00	380.00	M	56
57	Springfield	71,864	Playground and Recreation Commission	50	66	8	....	....	6,380.63	....	....	18,054.27	24,384.90	M	57

RECREATION STATISTICS FOR 1933

the table ·

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	3	5	3	...	11	109,242	1	15,860	...	.....	4	2	...	.....	...	.....	...	.....	...	.....	...	.....	18	39,640	...	E. E. Seiler	1
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	22,783	...	.....	...	.....	...	.....	...	William Sydow	a
2	3	...	...	...	3	362,512	...	.....	1	700	...	1	1	350,000	...	.....	1	35,125	...	.....	...	.....	10	98,550	1	J. B. Lemon	2
3	...	...	...	...	...	.....	...	.....	...	.....	1	1	4	1,500	...	.....	...	.....	...	.....	...	.....	3	.....	...	Shirley Shonenberger	3
4	...	...	...	...	...	.....	1	.....	...	.....	...	1	...	.....	1	.....	...	.....	...	.....	...	.....	2	.....	...	M. L. Fuller	4
5	...	...	...	...	...	.....	1	.....	1	5,400	...	2	1	15,000	...	.....	...	.....	...	.....	...	.....	11	14,838	...	C. L. Varner	5
6	...	...	...	...	...	.....	...	.....	...	.....	2	1	...	.....	...	.....	1	.....	...	.....	1	.....	...	.....	...	G. D. Bogue	6
7	...	4	...	...	4	36,297	11	.....	...	.....	2	...	1	99,756	...	.....	1	27,116	...	.....	...	.....	11	37,019	...	P. V. Gahan	7
8	...	...	...	...	...	.....	...	.....	...	.....	1	4	...	.....	...	.....	1	.....	...	.....	...	.....	3	.....	...	James Moughton	8
9	5	...	...	...	5	11,000	1	5,000	...	.....	1	2	...	.....	...	.....	1	.....	...	.....	...	.....	2	.....	...	J. E. Richards	9
10	9	...	...	...	9	509,942	1	95,560	...	.....	1	8	...	.....	1	.....	...	.....	...	.....	...	.....	11	.....	...	L. A. Cunningham	10
11	...	...	...	2	2	.....	1	1,500	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Mrs. E. D. Byrd	11
12	...	17	...	...	17	50,000	...	.....	...	.....	...	13	...	.....	4	111,908	1	.....	...	.....	6	325,000	74	119,954	5	George I. Simons	12
13	3	...	...	...	3	262,263	...	.....	...	.....	3	4	1	.....	...	.....	...	.....	...	.....	...	.....	12	.....	4	Miss A. M. O'Connell	13
14	...	...	...	5	5	110,145	...	.....	1	16,000	...	5	...	.....	1	.....	...	.....	...	.....	...	.....	1	.....	...	Edwina Wood	14
15	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	3	.....	...	M. A. Rogers	15
16	...	1	...	...	1	9,456	...	.....	1	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	1	Mrs. E. A. Russell	16
17	10	1	...	...	11	273,560	...	.....	...	.....	...	6	...	.....	...	.....	...	.....	...	.....	...	.....	15	.....	5	Mrs. Wilma E. Beggs	17
18	10	...	2	...	12	614,568	...	.....	2	17,020	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	...	H. S. Bounds	18
19	...	...	...	...	...	.....	...	.....	1	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	J. J. Buchholz	19
20	...	1	...	...	1	15,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	1	A. H. Bush	20
21	...	8	...	...	8	176,483	2	7,640	5	12,168	...	...	...	.....	1	17,676	...	.....	...	.....	...	.....	...	.....	1	Russell J. Foval	21
22	1	5	...	...	6	41,768	1	2,500	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	5	.....	2	.....	2	Jean E. Mored	22
23	...	1	...	...	1	12,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	F. R. Sack	23
24	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	...	C. R. Dunlap	24
25	2	...	...	...	2	100,000	1	30,000	1	21,000	1	4	...	.....	...	.....	1	25,000	...	.....	2	130,000	6	6,000	1	Edward Fedosky	25
26	...	...	...	...	...	.....	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	...	F. A. Perkins	26
27	...	6	5	...	11	33,886	3	.....	...	.....	2	4	1	30,000	...	.....	...	.....	...	.....	...	.....	4	2,500	1	Edgar A. Drake	27
28	35	...	...	...	35	5,189,581	4	.....	...	.....	11	16	3	.....	...	.....	...	.....	3	.....	...	.....	40	.....	10	Theodore A. Gross	28
a	...	24	...	...	24	1,608,034	19	7,772,894	...	.....	25	85	3	.....	1	.....	2	.....	...	.....	15	.....	350	.....	21	V. K. Brown	a
b	17	2	...	...	19	7,132,917	16	10,700,783	...	.....	16	13	...	.....	2	.....	...	.....	2	4,600	14	1,146,765	108	191,798	14	William J. H. Schultz	b
c	61	...	...	...	61	8,329,746	...	.....	...	.....	6	11	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	...	Herman J. Fischer	c
d	...	1	...	...	1	.....	2	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	3	.....	7	.....	...	William H. Germao	d
e	12	...	...	...	12	825,000	12	.....	...	.....	10	12	7	.....	2	.....	...	.....	...	.....	2	.....	60	.....	9	S. P. Pecoraro	e
f	...	4	...	...	4	100,000	...	.....	...	.....	4	4	1	.....	3	.....	...	.....	1	.....	1	.....	18	.....	1	M. J. Marinello	f
g	...	...	...	5	5	546,718	2	150,000	...	.....	4	4	...	.....	...	.....	...	.....	1	.....	...	.....	15	.....	1	R. W. Morgan	g
h	...	...	...	6	6	.....	3	.....	1	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	.....	20	.....	...	M. Engelhart	h
i	...	2	...	...	2	.....	1	5,000	2	10,000	1	1	1	.....	...	.....	...	.....	...	.....	1	.....	5	.....	1	Charles L. Bennett	i
j	...	12	...	...	12	743,737	12	.....	...	.....	...	6	...	.....	1	113,009	...	.....	...	.....	...	.....	51	179,343	12	M. D. Newmao	j
29	...	3	...	...	3	102,130	...	.....	...	.....	3	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	2	W. G. Gaunt	29
30	1	8	...	...	8	923,243	4	223,221	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	2	193,887	13	48,102	2	Edward J. Pacl	30
a	1	1	...	...	2	54,000	1	22,000	...	.....	2	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Thomas J. Stachowiak	a
31	...	...	...	...	...	.....	...	.....	...	.....	29	5	30,000	1	68,290	4	81,466	...	.....	3	245,000	...	.....	...	John B. Morrill	31
32	...	8	...	...	8	62,250	1	5,000	10	10,280	...	12	...	.....	...	.....	...	.....	...	.....	...	.....	14	.....	2	E. J. Muffley	32
33	...	1	...	...	1	24,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Harry Wendt	33
34	3	5	...	...	8	534,000	...	.....	...	.....	2	2	2	208,750	...	.....	...	.....	1	7,100	...	.....	14	52,100	3	Emmett P. Griffin	34
35	...	11	...	...	11	13,382	...	.....	...	.....	11	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Champe J. Stoakes	35
36	2	...	...	6	8	.....	1	37,500	8	9,260	1	4	7	809,326	...	.....	...	.....	...	.....	...	.....	14	13,600	...	Charles T. Byrnes	36
37	...	4	...	...	4	92,000	...	.....	...	.....	4	3	3	.....	...	.....	...	.....	...	.....	1	62,000	10	.....	...	Charles Demeter	37
38	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	19,549	...	.....	...	.....	...	.....	...	J. A. Williams	38
39	...	7	...	...	7	20,000	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	1	3,000	6	1,500	...	R. E. Frohardt and H. D. Karandjeff	39
40	...	...	...	2	2	.....	1	11,800	3	2,700	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	George Scheuchenpflug	40
a	...	5	...	...	5	31,000	...	.....	...	.....	5	9	4	11,000	...	.....	1	23,500	...	.....	...	.....	7	2,000	1	Mrs. C. A. Brown	a
41	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	25,000	2	.....	...	C. F. Dyer	41
42	...	2	...	...	2	.....	...	.....	2	16,550	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	A. D. Hermann	42
43	...	...	...	...	...	.....	...	.....	5	37,200	...	8	1	.....	1	.....	2	.....	...	.....	1	.....	20	7,200	1	P. H. Slocum	43
44	...	3	...	...	3	24,150	...	.....	...	.....	...	1	...	.....	1	40,000	...	.....	...	.....	1	60,000	6	10,000	2	B. E. Rose	44
45	...	4	...	...	4	35,000	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	...	O. C. Stenger	45
46	...	3	...	...	3	30,000	...	.....	...	.....	2	2	1	30,000	...	.....	1	2,000	...	.....	...	.....	6	5,000	...	R. H. Peters	46
47	...	1	...	...	1	36,697	1	72,519	...	.....	1	1	...	.....	...	.....	...	.....	1	80,587	1	29,232	3	7,273	...	Howard Fellows	47
48	...	5	8	2	15	118,326	...	.....	4	6,226	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	1	W. C Collisi	48
49	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	...	Oliver W. Strubler	49
a	...	2	...	...	2	104,536	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	1	.....	...	.....	2	.....	...	A. L. Mellhera	a
50	5	...	...	...	5	785,530	5	72,117	...	.....	5	1	...	.....	...	.....	...	.....	...	.....	5	197,305	9	35,475	...	Josephine Blackstock	50
a	...	...	...	...	...	.....	...	.....	1	.....	6	7	...	.....	...	.....	...	.....	...	.....	...	.....	29	181,250	2	Gustaf A. Lindberg	a
51	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	1	R. L. Baird	51
52	...	3	...	...	3	87,213	1	10,000	2	5,000	2	4	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	...	William C. Ladwig	52
53	...	6	...	...	6	233,923	...	.....	...	.....	...	16	...	.....	1	.....	2	.....	...	.....	2	116,372	45	.....	10	H. E. Folgate	53
a	...	...	...	...	...	.....	...	.....	1	96,000	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Lola Robinson	a
54	...	3	...	...	3	73,291	...	.....	5	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	19	.....	3	Melville H. Hodge	54
55	...	...	...	...	...	.....	1	72,463	...	.....	...	...	...	.....	...	.....	...	.....	1	9,842	...	.....	...	.....	...	Robert F. Munn	55
a	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	Bert Turner	a
56	...	1	...	...	1	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	1	Edythe Parsons	56
57	...	26	...	1	27	216,340	3	13,137	2	14,850	7	9	...	.....	2	35,686	1	20,018	4	.....	1	30,506	38	.....	4	John E. MacWherter	57

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages		Total		
										For Leadership	Other Services			
	Illinois—Cont.													
1	Sterling	10,012	Sterling Coloma Park Boards	4					2,300.00	310.00	2,370.00	3,080.00	5,380.00	M	1
2	Streator	14,728	Park Department					1,000.00	2,322.19		3,229.11	3,229.11	6,551.30	M	2
3	Sycamore	4,021	Community Center Association	2	1		4	1,200.00	1,550.00			1,550.00	4,300.00	P	3
4	Waukegan	33,499	Playground Commission	12	4				400.00	2,600.00		2,600.00	3,000.00	M	4
5	Wheaton	7,258	Park District					100.00	1,500.00		2,500.00	2,500.00	4,100.00	M	6
6	Wilmette	15,233	Playground and Recreation Board	4	5	4			1,643.87	9,277.08	394.65	9,671.73	11,315.60	M	6
7	Winnebago County[14]	117,373	Winnebago Country Forest Preserve District	3				5,385.00	932.00	780.00		780.00	7,097.00	C	7
8	Winnetka	12,166	Park District Community House	7 2	1 2	3	100	4,240.89	6,302.68	4,701.81	13,973.70	20,675.51	31,219.08 20,000.00	M P	8 a
9	Wood River	8,136	Recreation Board	2					2,502.54	386.40	1,143.39	1,329.79	4,032.33	M	9
	Indiana														
10	Anderson	39,804	Recreation Department, Park Board	1			99	5,000.00	1,200.00	350.00	9,500.00	9,850.00	16,050.00	M	10
11	Bedford	13,208	Recreation Commission	2	4				761.00	764.00		764.00	1,525.00	M	11
12	Bloomington	18,227	City Park Board	2									3,500.00	M	12
13	Bluffton	5,074	Park Board	1									1,800.00	M&P	13
14	Brazil	8,744	City Recreation Board and Y. M. C. A.	2	2		1		119.53	360.00		360.00	479.53	M	14
15	Clinton	7,936	Park Department	1						937.70	272.93	1,230.63	1,230.63	M	15
16	Columbus	9,935	Recreation Commission	6	4	1			2,254.90	2,765.24		2,765.24	5,020.14	M&P	16
17	East Chicago	54,784	Department of Community Recreation	23	13	2			2,023.53	6,016.66		6,016.66	8,040.19	M	17
18	Elkhart	32,949	Board of Education[15]	3	3				1,700.00	1,500.00	12,500.00	14,000.00	15,700.00	M	18
19	Evansville	102,249	Municipal Recreation Department	43	21	2	78		3,700.00	16,100.00	11,600.00	27,700.00	31,400.00	M	19
20	Fort Wayne	114,946	Board of Park Commissioners The Wheatley Social Center[11]	23 3	32 3	3	4	1,600.00	1,265.69 2,000.00	7,962.00 4,200.00	4,054.31 1,000.00	12,016.31 5,200.00	13,282.00 8,800.00	M P	20 a
21	Hammond	64,560	Park Department	9	8									M	21
22	Indianapolis	364,161	Recreation Department	64	39	24			21,754.92	24,816.89	18,855.54	43,672.43	65,427.35	M	23
23	Jeffersonville	11,946	Recreation Commission	3	3			360.00		1,100.00		1,100.00	1,460.00	M	23
24	Kendallville	3,439	City Council										2,100.00	M	24
25	La Porte	13,755	Board of Education Civic Auditorium Advisory Board	2 1	3 1	1	4		100.00 4,560.00	1,200.00 3,000.00	4,350.00	1,200.00 7,350.00	1,300.00 11,910.00	M M&P	25 a
26	Mentone	800	Board of Education				3							M	26
27	Mishawaka	28,630	Recreation Committee				61		370.00				5,286.22	M	27
28	Muncie	46,548	Board of Park Commissioners	3				6,000.00	250.00	800.00	700.00	1,500.00	7,750.00	M&P	28
29	New Albany	25,819	City Board of Recreation	23	10		12			2,262.47	1,391.32	3,653.79	3,653.79	M	29
30	Pendleton	1,538	Park Board											M	30
31	Peru	12,730	Y. M. C. A and Park Board	2									2,800.00	M	31
32	Plymouth	5,290	City Council	1				600.00		120.00	400.00	520.00	1,120.00	M	32
33	Richmond	32,493	City of Richmond Townsend Community Center[11]	3	4 1	1	25		212.43 1,482.00	1,438.00 1,200.00	139.00 600.00	1,577.00 1,800.00	1,789.43 3,282.00	M P	33 a
34	South Bend	104,193	Board of Park Commissioners	16	1									M	34
35	Speed	600	Recreation and Welfare Department, Louisville Cement Co.	1	2	2								P	35
36	Terre Haute	62,810	Park Board	7	7			3,616.31	1,438.82	532.20	7,952.55	8,484.75	13,539.88	M&P	36
37	Wabash	8,840	Community Service	1					195.00	1,050.00	290.00	1,340.00	1,535.00	M&P	37
38	Warsaw	5,730	City Park Board	1				8,000.00		200.00	900.00	1,100.00	9,100.00	M	38
39	Whiting	10,880	Community Service	8	5	3			10,000.00	8,000.00	12,000.00	20,000.00	30,000.00	P	39
	Iowa														
40	Ames	10,261	Playground Committee, Junior Chamber of Commerce	2	2		20		25.00	360.00		360.00	385.00	M&P	40
41	Cedar Falls	7,362	Board of Park Commissioners											M	41
42	Cedar Rapids	56,097	Playground Commission Park Department	47 3	31 3	3	250	397.63	1,841.56			5,166.88	7,400.07 10,000.00	M M	42 a
43	Corydon	1,768	City Park Commissinn						700.00				700.00	M&P	43
44	Council Bluffs	42,048	Board of Education	4	22								1,000.00	M	44
45	Davenport	60,731	City of Davenport Board of Park Commissioners	2	4				3,200.00	4,800.00		4,800.00	10,000.00 16,216.20	M M	45 a
46	Denison	3,905	City of Denison								190.00	190.00	190.00	M	46
47	Des Moines	142,559	Playground and Recreation Commission Park Board	28	35	2		13,744.55		16,280.00	3,800.00	20,080.00	20,080.00 40,974.00	M M	47 a
48	Dubuque	41,679	Municipal Playground and Recreation Commission	21	15	1	14		4,121.00	4,300.00		4,300.00	8,421.00	M	48
49	Estherville	4,940	City Council	2									868.00	M	49
50	Fairfield	6,619	Board of Education	1						300.00		300.00	300.00	M	50
51	Grinnell	4,949	Grinnell College	1			1	300.00		300.00		300.00	600.00	P	51
52	Marion	4,348	Marion Post No. 298, American Legion	6	1		10			900.00	300.90	1,200.90	1,200.90	P	52
53	Newton	11,560	Park Commission											M	53
54	Perry	5,881	Park Commissioners	1	1				262.00	210.00		210.00	472.00	M	54
55	Sioux City	79,183	School Board and Department of Parks	37	31	1			3,320.14	9,585.63		9,585.63	[16]12,906.77	M	55
56	Storm Lake	4,157	Y. M. C. A.	1									2,000.00	P	56
57	Waterloo	46,191	Playground Commission	6	3				1,200.00	1,550.00	250.00	1,800.00	3,000.00	M	57
	Kansas														
58	Arkansas City	13,946	City of Arkansas City	2			2		50.00	373.00		373.00	423.00	M	58
59	Atchison	13,024	City of Atchison										1,918.41	M	59
60	Coffeyville	16,198	Board of Education	2						400.00		400.00	400.00	M	60
61	Herington	4,319	City of Herington	2										M	61
62	Hill City	1,028	Clayton and Company	1		1		500.00	125.00	625.00		625.00	1,250.00	P	62
63	Kansas City	121,857	Department of Health and Recreation.						18,483.45			27,326.46	45,809.91	M	63
64	Lawrence	13,726	Board of Education	2	4				50.00	100.00		100.00	150.00	M	64
65	Leavenworth	17,466	Park Department						1,100.00		1,400.00	1,400.00	2,500.00	M	65
66	Parsons	14,903	School Board	1			10		200.00			1,100.00	1,300.00	M	66
67	Topeka	64,120	Board of Education	15	14		11		250.00	2,690.00		2,690.00	2,940.00	M	67
68	Wellington	7,405	City of Wellington										800.00	M	68
69	Wichita	111,110	Board of Park Commissioners	3	5								15,000.00	M	69

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	...	1	...	...	1	.....	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	30,000	...	.....	1	Edward C. Goshert	1
2	...	...	...	...	...	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	1	7,800	...	.....	1	M. N. Reed	2
3	...	...	...	...	...	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	1	3,090	...	.....	...	.....	...	George Dooley	3
4	...	8	...	...	8	30,000	...	.....	...	.....	3	10	2	110,000	...	.....	...	.....	...	.....	...	.....	12	.....	1	Al. G. Grosche	4
5	...	...	...	...	...	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	1	28,000	5	1,000	...	J. L. D. Langan	5
6	...	2	...	...	2	40,340	...	.....	2	33,876	2	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	11,340	1	Daniel M. Davis	6
7	...	...	...	...	...	.....	...	.....	...	.....	13	18	6	38,000	...	.....	1	26,265	...	.....	...	.....	...	.....	2	T. G. Liodquist	7
8	2	...	...	...	2	.....	3	.....	...	.....	1	1	2	67,870	...	.....	1	11,772	...	.....	...	.....	3	.....	...	H. W. Woolhiser	8
a	...	...	...	...	...	.....	1	35,000	4	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	George C. Getgood	a
9	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	8,940	...	.....	...	D. L. Naef	9
10	...	13	...	...	13	450,000	...	.....	...	.....	1	...	...	.....	...	.....	1	13,346	...	.....	1	18,000	7	10,000	...	Marie West	10
11	...	4	...	...	4	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	1	James J. Crossett	11
12	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	1	.....	...	.....	1	6,000	...	.....	1	Fred J. Prow	12
13	...	...	...	...	...	.....	...	.....	...	.....	2	2	1	.....	...	.....	...	.....	...	.....	1	.....	1	.....	...	W. A. Kunkel	13
14	...	4	...	...	4	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	4,000	1	E. A. Brunoehler	14
15	...	2	...	...	2	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	...	Belle Miller	15
16	1	4	...	...	5	33,019	1	37,120	...	.....	2	3	...	.....	...	.....	...	.....	1	.....	1	.....	4	.....	1	Walter M. Hall	16
17	...	8	...	...	8	122,315	...	.....	14	134,694	2	6	1	30,000	1	6,000	...	.....	2	24,000	1	56,000	24	9,600	2	F. V. Merrimao	17
18	...	5	9	5	19	122,250	...	.....	11	.....	15	11	3	2,000	...	.....	...	.....	...	.....	1	6,000	3	.....	1	M. D. Weldy	18
19	...	...	...	12	12	310,000	...	.....	22	87,400	3	3	...	.....	...	.....	1	19,100	...	.....	4	121,000	20	51,000	1	G. G. Eppley	19
20	...	14	...	...	14	190,906	...	.....	...	.....	...	8	...	.....	...	.....	1	.....	...	.....	1	.....	56	.....	2	Carrie A. Snively	20
a	...	...	...	...	...	.....	1	40,389	3	4,810	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Edgar J. Unthank	a
21	...	8	...	...	8	.....	...	.....	...	.....	...	7	2	.....	...	.....	...	.....	...	.....	...	.....	17	.....	4	Walter L. Green	21
22	...	37	...	...	37	741,651	8	344,318	...	.....	...	26	2	.....	2	.....	4	.....	...	.....	5	.....	72	.....	...	H. W. Middlesworth	22
23	...	3	...	...	3	73,500	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	1	John B. Funk	23
24	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	...	.....	3	.....	...	W. C. Aomao	24
25	...	...	...	4	4	43,408	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	12	.....	...	Mabel Foor	25
a	...	1	...	...	1	7,500	1	125,000	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	W. A. Goering	a
26	...	1	...	1	2	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Hardy R. Songer	26
27	1	7	...	...	8	.....	...	.....	...	.....	...	2	...	.....	1	12,543	...	.....	...	.....	...	.....	8	4,800	1	J. I. Fettera	27
28	...	5	...	...	5	.....	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	.....	16	.....	2	Florence Manford	28
29	...	9	...	...	9	197,053	...	.....	2	3,000	9	4	...	.....	...	.....	...	.....	...	.....	...	.....	3	2,426	...	Claude H. Hughes	29
30	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	...	J. H. Walker	30
31	...	1	...	...	1	22,000	...	.....	1	1,500	2	1	...	.....	2	.....	...	.....	...	.....	...	.....	2	500	1	C. Y. Andrews	31
32	...	1	...	...	1	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	...	A. F. Becknell	32
33	...	7	...	...	7	57,522	...	.....	...	.....	2	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	L. H. Lyhoult	33
a	...	...	...	...	...	.....	1	20,000	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Mrs. Julia Wrenn Partner	a
34	...	10	...	...	10	.....	...	.....	...	.....	2	11	...	.....	1	.....	1	.....	1	.....	...	.....	28	.....	5	E. H. Burnham	34
35	1	...	...	...	1	.....	1	.....	...	.....	1	1	...	.....	1	.....	...	.....	...	.....	1	.....	1	.....	...	Jesse G. Dorsey	35
36	...	8	...	...	8	56,298	1	.....	...	.....	...	3	...	.....	1	.....	1	17,538	...	.....	...	.....	8	.....	...	Margaret C. Shea	36
37	...	...	...	...	...	.....	1	11,000	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	W. C. Mills	37
38	...	...	...	...	...	.....	...	.....	...	.....	1	1	2	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Wallace J. Dillingham	38
39	...	5	...	...	5	45,000	1	300,000	...	.....	1	5	...	.....	...	.....	...	.....	1	20,000	...	.....	10	10,000	...	John Sharp	39
40	...	4	...	...	4	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	C. S. Roberts	40
41	...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	1	.....	...	.....	...	.....	...	.....	6	.....	...	W. K. Voorhees	41
42	...	6	...	...	6	165,000	...	.....	1	1,500	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	10	60,000	2	Mrs. Clare Nichols	42
a	...	...	...	...	...	.....	...	.....	...	.....	...	3	1	8,508	1	6,576	...	.....	...	.....	...	.....	10	.....	3	Ed. Stefan	a
43	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	.....	...	.....	...	.....	...	.....	2	.....	1	T. W. Miles	43
44	...	...	19	...	19	.....	...	.....	5	.....	2	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Otto O. Wurl	44
45	...	...	...	3	3	90,083	...	.....	3	94,780	...	...	...	.....	...	.....	...	.....	...	.....	1	39,896	7	.....	2	O. E. Johnson	45
a	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	2	37,369	...	.....	...	.....	6	9,181	2	C. O. E. Boehm	a
46	...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	1	.....	...	.....	...	.....	1	.....	2	.....	...	Jacob Johnson	46
47	...	...	23	23	331,607	...	...	.....	3	890	...	20	1	45,000	...	.....	...	.....	2	17,000	1	42,000	55	.....	...	Kathryn E. Krieg	47
a	...	...	...	...	...	.....	...	.....	...	.....	...	18	1	43,816	...	.....	2	64,979	...	.....	1	20,766	47	23,323	4	Helen Richter	a
48	1	10	...	...	11	84,000	...	.....	2	60,000	1	3	1	53,000	...	.....	...	.....	...	.....	...	.....	4	1,500	...	Sylvester McCauley	48
49	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	...	P. N. Linke	49
50	...	1	...	...	1	.....	...	.....	...	.....	2	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	W. G. Pence	50
51	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	1	.....	...	.....	8	.....	...	J. C. Truesdale	51
52	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	19,900	...	.....	...	Z. N. Lundy	5 2
53	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	.....	...	.....	...	.....	...	.....	2	.....	...	P. A. Handke	5 3
54	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	1	.....	...	F. M. Fazel	5 4
55	...	17	...	...	17	498,650	...	.....	6	12,750	1	2	...	.....	1	8,750	1	24,700	...	.....	5	.....	21	.....	...	John E. Gronseth	5 5
56	...	3	...	...	3	10,800	...	.....	1	2,800	2	...	3	15,000	...	.....	...	.....	...	.....	...	.....	...	.....	...	R. E. Ives	5 6
57	...	7	...	...	7	86,335	...	.....	24	21,600	5	12	1	.....	...	.....	...	.....	...	.....	...	.....	9	.....	2	John W. Koch	5 7
58	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	1	James F. Clough	58
59	...	...	...	...	...	.....	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	6,900	10	4,000	1	A. W. Seng	59
60	...	...	...	...	...	.....	...	.....	...	.....	2	...	...	.....	...	.....	...	.....	1	.....	...	.....	4	.....	1	A. I. Decker	60
61	...	1	1	...	2	5,000	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	1	6,000	5	400	1	Woodrow W. De Bus	61
62	1	...	...	...	1	.....	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	H. D. Clayton	62
63	...	...	...	...	...	.....	...	.....	1	.....	1	7	...	.....	...	.....	...	.....	...	.....	5	18,000	49	.....	...	F. Leroy Cooke	63
64	...	4	...	...	4	6,000	...	.....	...	.....	...	4	...	.....	...	.....	...	.....	...	.....	...	.....	3	400	...	E. A. Wood	64
65	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	1	.....	...	.....	...	.....	...	.....	1	.....	1	John D. Becker	65
66	...	...	...	...	...	.....	...	.....	...	.....	2	5	...	.....	...	.....	...	.....	1	.....	...	.....	6	.....	1	C. J. Mills	66
67	...	15	...	...	15	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	25	.....	4	L. P. Dittemore	67
68	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	.....	...	.....	...	.....	...	.....	...	C. L. Haslet	68
69	...	4	...	...	4	255,904	...	.....	...	.....	...	3	...	.....	...	.....	1	41,200	...	.....	5	166,604	12	61,100	...	Alfred MacDonald	69

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages		Total		
										For Leadership	Other Services			
	Kentucky													
1	Lexington	45,736	Department of Recreation	15	7	1	3		4,471.34	5,945.00	5,257.34	11,202.34	15,673.68	M	1
			Colored Department of Playgrounds and Recreation[11]	4	8	2	3	100.00	2,235.00	4,320.00	2,628.66	6,948.66	9,283.66	M	a
2	Louisville	307,745	Division of Recreation, Department of Welfare	53	50	16			12,606.61	40,454.44		40,454.44	53,061.05	M	2
			Board of Park Commissioners										[17]30,315.50	M	a
3	Middlesboro	10,350	Playground Association	1					175.00	250.00		250.00	425.00	P	3
4	Newport	29,744	Playground Committee, Community Service	1	9				730.95	1,836.20	287.90	2,124.10	2,855.05	M	4
5	Russell	2,084	Community Work Committee	1					142.10	456.75	32.00	488.75	630.85	P	5
	Louisiana														
6	Alexandria	23,025	Playground Comrades International	1		1	45						6,000.00	M&P	6
			Peabody Colored High School[11]		1									M	a
7	Baton Rouge	30,729	Park Commissioner	1					1,200.00			3,500.00	4,700.00	M	7
8	Donaldsonville	3,788	Mohawk Tribe No. 33, Improved Order of Red Men	1	1			12,000.00	150.00	150.00		150.00	12,300.00	P	8
9	Lafayette	14,635	City of Lafayette	7	3		17			2,000.00		2,000.00	2,000.00	M	9
10	Monroe	26,028	Recreation Board		8	1	8			1,671.50	128.50	1,800.00	1,800.00	M	10
11	Morgan City	5,985	City of Morgan City	1										M	11
12	Natchitoches	4,547	Normal School				6		50.00				50.00	P	12
13	New Orleans	458,762	Playground Community Service Commission	8	24	23			4,184.47	23,617.46		23,617.46	27,801.93	M	13
			School Board and Public School Athletic League	3	2				500.00	2,500.00	1,500.00	4,000.00	4,500.00	M	a
			City Park Commission										21,221.45	M	b
			Audubon Park Commission										37,687.70	M	c
14	Oakdale	3,188	Playground Comrades International				8		25.00				25.00	P	14
15	Ploeville	3,612	Playground Comrades International				4		50.00				50.00	P	15
16	Rayville	2,076	Folk School of Richland Parish				79		50.00				50.00	C	16
17	Selma	500	Playground Comrades International				1		25.00				25.00	P	17
18	Shreveport	76,655	Department of Recreation, Park Board	5	10	2	60			3,800.00	480.26	4,280.26	4,280.26	M&P	18
	Maine														
19	Augusta	17,198	City of Augusta	1			5		200.00	250.00		250.00	450.00	M	19
20	Belfast	4,993	Park Commission										700.00	M	20
21	Derby	325	Improvement Society	1			5			180.00	50.00	230.00	230.00	P	21
22	Portland	70,810	Recreation Commission	3	20	1			5,664.98	4,778.01	3,301.68	8,079.69	13,744.67	M	22
			Park Commission											M	a
23	Saco	7,233	Educational and Industrial Union		2		10			100.00	85.92	185.92	185.92	P	23
24	Waterville	15,454	Park Commission	1			5			200.00	300.00	500.00	500.00	M	24
25	Westbrook	10,807	Cornelia Warren Community Association, Inc.	2		1			1,899.54	2,675.00	180.00	2,855.00	4,754.54	P	25
	Maryland														
26	Baltimore	804,874	Playground Athletic League	143	172	51	22		38,991.82			94,542.01	133,533.83	S,M&P	26
			Board of Park Commissioners					11,820.13	165,058.28			530,529.65	707,408.06	M	a
27	Salisbury	10,097	Park Commission and School Board	2	2								2,500.00	M	27
	Massachusetts														
28	Andover	9,969	Board of Andover Guild Directors	2	3	1							5,000.00	P	28
29	Arlington	36,094	School Board	7	6				1,166.92	1,733.00	1,820.33	3,553.33	4,720.25	M	29
30	Athol	10,677	Athol Chapter, American Red Cross	1			1			120.00		120.00	120.00	P	30
31	Attleboro	21,700	Recreation Commissioner	2					600.00	500.00		500.00	1,100.00	P	31
32	Belmont	21,748	Playground Department	13	9			2,076.00	2,959.00	7,999.00	2,944.00	10,943.00	15,978.00	M	32
33	Beverly	25,086	Public Works Department	8	8				2,833.87	1,401.40		1,401.40	4,235.27	M	33
34	Boston	781,188	Department of Extended Use of Public Schools	50	100		25		14,000.00	30,000.00	21,000.00	51,000.00	65,000.00	M	34
			Department of Physical Education, School Committee	35	639				7,091.02	70,900.00		70,900.00	77,991.02	M	a
			Community Service, Inc.[18]	1	2	3	2		10,093.47	6,991.98	2,993.91	9,985.89	20,079.36	P	b
			Metropolitan District Commission[19]											M	c
35	Brockton	63,797	Playground Commission	25	20				11,624.39	6,447.50	148.16	6,595.66	18,220.05	M	35
			Park Commissioners											M	a
36	Brookline	47,490	Gymnasium and Bath Department, and Playground Department	10	18	9			5,800.00	18,600.00	26,500.00	45,100.00	50,900.00	M	36
37	Cambridge	113,643	Board of Park Commissioners	29	10	5	18	3,000.00	1,492.04	24,670.86		24,670.86	29,162.90	M	37
38	Chicopee	43,930	Park and Playground Commission	12				1,150.00	2,509.00			4,500.00	8,159.00	M	38
39	Clinton	12,817	Playground and Recreation Commission	6				100.00	100.00	600.00		600.00	800.00	M	39
40	Dalton	4,220	Community Recreation Association	1	1	2	30		7,065.00	6,218.00	200.00	6,418.00	13,483.00	M&P	40
41	Danvers	12,957	Park Department	4	3			2,050.00	1,000.00	2,000.00		2,000.00	5,050.00	M&P	41
42	Dedham	15,136	Community Association	5	2	1	6						6,000.00	P	42
43	East Milton	5,400	Cunningham Park	2	4	2								P	43
44	Everett	48,424	Playground Commission	2	8				1,605.00	1,200.00	4,572.00	5,772.00	7,377.00	M	44
45	Fairhaven	10,791	Park Commissioners	2	2									M	45
46	Fitchburg	40,692	Board of Park Commissioners	9	5				786.41	972.00	2,941.62	3,913.62	4,700.03	M	46
47	Framingham	22,210	Park Commission	5	8			54,800.00		1,000.00	1,900.00	2,900.00	57,700.00	M	47
			Civic League	3	2		10		5,521.67	1,791.65	2,159.22	3,950.87	9,472.54	P	a
48	Gardner	19,399	Park and Playground Department	5	4				899.21	868.00	750.37	1,618.37	2,517.58	M	48
49	Gloucester	24,204	Playground Commission	4				1,200.00	250.00	900.00	250.00	1,150.00	2,600.00	M	49
50	Greenfield	15,500	Playground and Recreation Commission	6	8				1,300.00	1,200.00		1,200.00	2,500.00	M	50
51	Haverhill	48,710	Playground Department	1										M	51
52	Holyoke	56,537	Parks and Recreation Commission	18	32				3,020.03	6,116.22	5,576.21	11,692.43	14,712.46	M	52
53	Hudson	8,469	Park Commission						371.85		105.00	105.00	476.85	M	53
54	Lancaster	2,600	Nathaniel Thayer Playground Association	1				218.93	848.88	900.00	821.00	1,721.00	2,788.81	P	54
55	Lawrence	85,068	Department of Parks and Public Property	16	16		22		3,323.54	2,793.61	5,497.07	8,290.68	11,614.22	M	55
56	Lexington	9,467	Park Department	2	5			2,891.37	681.07	1,074.00		1,074.00	4,096.39	M	56

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	...	5	...	...	5	295,745	2	28,313	1	16,800	...	1	...	...	...	...	...	...	1	1,083	...	...	11	...	1	Anna S. Pherigo	1
a	...	5	...	...	5	333,449	2	54,180	...	...	2	2	...	...	1	...	...	...	...	...	...	...	6	...	1	T. E. Brown	a
2	...	5	...	10	15	1,045,371	4	170,944	11	119,979	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Dorothea Nelson	2
a	...	...	...	...	...	...	...	...	...	...	3	35	...	...	...	...	...	...	2	40,000	1	8,500	67	208,840	14	Brent G. Nunnelly	a
3	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	2,000	...	...	...	Howard J. Douglass	3
4	...	10	...	...	10	[10]40,000	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Edward C. Wendt	4
5	...	1	...	...	1	34,968	1	...	1	...	1	1	...	...	...	...	...	...	...	...	...	...	4	...	1	W. W. Tenney	5
6	...	3	...	...	3	43,800	...	...	...	...	1	4	...	...	1	3,650	...	...	...	...	1	4,000	6	1,000	...	} W. E. Brown	6
a	...	...	1	...	1	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	750	...		
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	9,000	...	...	...	...	1	10,000	7	6,000	...	Powers Higginbotham	7
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	2	H. F. Vulliamy	8
9	1	1	3	1	6	30,000	...	...	4	30,000	1	3	...	...	1	3,000	...	...	...	...	2	10,000	10	4,000	...	F. V. Mouton	9
10	...	5	1	...	6	36,000	...	...	1	1,600	...	1	...	...	...	...	...	...	...	...	...	...	6	800	...	Lucyle Godwin	10
11	...	...	1	...	1	...	...	...	1	5,000	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	Paul F. Meier	11
12	...	1	...	...	1	2,100	...	...	...	...	1	1	1	...	...	...	...	...	...	...	1	...	1	...	...	W. E. Brown	12
13	14	...	...	...	14	934,421	...	...	1	59,260	...	...	...	...	...	...	...	...	...	...	5	...	1	...	7	L. diBenedetto	13
a	2	7	13	...	22	26,000	...	...	2	12,000	...	2	...	...	...	...	...	...	1	20,000	1	18,000	1	1,000	...	Frank J. Beier	a
b	...	...	...	...	...	...	...	...	...	...	1	8	...	...	1	10,185	1	16,975	...	...	1	25,652	24	14,340	1	George E. Vinnedge	b
c	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...	...	...	...	1	...	22	...	...	J. A. Hayes	c
14	...	1	...	...	1	2,000	...	...	...	...	1	...	1	1,000	...	...	...	...	...	...	...	...	1	...	...	W. E. Brown	14
15	...	...	...	1	1	500	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	W. E. Brown	15
16	...	1	...	...	1	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	...	...	Mrs. Carey J. Ellis, Jr.	16
17	...	1	...	...	1	1,260	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	W. E. Brown	17
18	...	14	16	...	30	...	1	...	...	...	2	3	...	...	1	...	...	...	...	...	...	...	22	...	6	Grover C. Thames	18
19	...	1	...	...	1	23,450	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	Samuel McCall	19
20	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	Harrie D. Eckler	20
21	...	1	...	...	1	3,200	...	...	...	...	1	1	1	...	...	...	...	...	...	...	1	...	2	...	1	W. J. Russell	21
22	...	12	...	...	12	...	...	...	...	...	1	8	1	...	...	...	...	...	...	...	...	...	9	...	1	Granville R. Lee	22
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	25,000	...	...	...	...	...	...	...	...	...	William J. Dougherty	a
23	...	1	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ruth S. Murray	23
24	...	1	...	...	1	14,312	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	25,312	...	...	...	J. Frank Goodrich	24
25	...	1	...	...	1	15,444	...	...	1	15,600	...	2	...	...	...	...	...	...	...	...	1	13,200	6	11,760	...	Paul F. Fraser	25
26	1	61	...	...	62	374,972	4	201,163	158	778,267	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	William Burdick	26
a	...	...	...	...	...	...	...	...	...	...	7	27	1	...	3	...	1	...	...	...	6	...	104	...	...	J. V. Kelly	a
27	...	...	3	...	3	...	...	...	1	...	3	4	1	...	...	...	...	...	...	...	...	...	8	...	...	H. Milton Hearne	27
28	...	1	...	...	1	21,150	1	16,345	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	Margaret Davis	28
29	...	8	...	...	8	...	...	...	1	...	1	1	...	...	...	...	...	...	...	...	...	...	5	...	...	Clarence H. Dempsey	29
30	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	Edna W. Gorton	30
31	...	1	...	...	1	...	...	...	1	...	1	1	...	...	...	...	...	...	...	...	1	...	8	...	1	Walter M. Kendall	31
32	...	1	...	6	7	291,890	...	...	...	...	6	6	...	...	...	...	...	...	...	...	1	61,431	19	9,274	...	Lewis S. Harris	32
33	...	7	...	...	7	42,843	...	...	...	...	1	...	3	...	...	...	...	...	...	...	...	...	...	...	...	Public Works Depart.	33
34	...	...	...	...	...	...	...	...	14	500,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	James T. Mulroy	34
a	...	140	...	...	140	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Nathaniel J. Young	a
b	...	7	...	...	7	...	...	...	11	153,192	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	M. Olive Crowley	b
c	...	...	...	...	...	...	...	...	...	...	1	8	19	...	...	...	2	...	...	...	1	...	14	...	...	W. E. Whittaker	c
35	...	11	...	...	11	...	...	...	...	...	...	11	...	...	...	...	...	...	...	...	4	50,000	...	...	2	Abbie O. Delann	35
a	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	35,000	...	...	...	...	...	...	...	Harry M. Erwin	a
36	2	8	7	...	17	91,400	3	150,000	...	...	13	13	...	...	...	...	...	...	1	...	1	...	15	...	1	Charles P. Cameron	36
37	5	5	...	7	17	...	3	...	3	...	6	7	2	...	...	...	...	...	...	...	...	...	5	...	2	Stephen H. Mahoney	37
38	...	9	...	...	9	...	...	...	...	...	9	7	...	...	...	...	...	...	...	...	...	...	13	...	5	Mrs. Daisy L. Jameson	38
39	...	...	...	...	...	...	...	...	1	...	1	1	2	60,000	...	...	...	...	...	...	...	...	...	...	...	Dr. Clarence L. Grady	39
40	...	3	...	...	3	58,735	1	53,600	...	...	2	2	1	5,323	1	1,514	...	...	1	8,414	...	...	4	2,097	...	W. J. Sandford, Jr.	40
41	...	3	...	2	5	[10]44,056	...	...	2	...	4	6	2	...	...	...	...	...	...	...	2	...	8	...	2	Raymond Funchion	41
42	...	1	...	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	2	...	...	Mrs. Ada H. Pillsbury	42
43	1	...	...	...	1	104,230	1	...	...	...	1	2	...	...	...	...	...	...	...	...	1	...	5	...	...	W. L. Caldwell	43
44	...	9	...	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	Fred A. Hutchings	44
45	...	4	...	...	4	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	3	...	...	Mrs. Harold B. Dutton	45
46	...	9	...	...	9	30,000	...	...	...	...	...	9	3	25,000	...	...	...	...	...	...	...	...	1	...	...	Ernestine E. Adams and John J. Dillon	46
47	...	3	...	...	3	10,000	1	...	...	...	4	5	2	...	...	...	...	...	...	...	...	...	6	...	...	Raymond J. Callahan	47
a	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Franklin D. MacCormick	a
48	...	4	...	...	4	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	4	...	...	Evelyn Tukey	48
49	...	3	...	1	4	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	Howard F. Corliss	49
50	...	8	...	...	8	...	...	...	...	...	3	3	1	...	...	...	...	...	...	...	1	...	4	...	1	Raymond Spencer	50
61	...	...	...	...	...	...	...	...	...	...	1	4	1	...	...	...	...	...	...	...	...	...	7	...	...	F. James Caswell	51
52	...	12	...	...	12	152,706	...	...	...	...	...	9	...	...	...	...	...	...	1	...	3	113,925	5	2,239	1	Mina F. Robb	52
53	...	...	...	...	...	...	...	...	...	...	3	2	1	...	...	...	...	...	...	...	...	...	2	...	1	O. L. Perrault	53
54	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Raymond S. Mann	54
55	...	8	...	...	8	189,000	...	...	...	...	1	10	...	...	...	...	...	...	...	...	2	142,213	8	12,000	1	William V. Crawford	55
56	...	3	...	...	3	...	...	...	...	...	2	3	...	...	...	...	...	...	...	...	1	...	8	...	1	John J. Garrity	56

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Mass—Cont.													
1	Lowell	100,234	Board of Park Commissioners	3					2,062.39	892.05	17,666.33	18,338.38	20,620.97	M	1
2	Ludlow	8,876	Athletic and Recreation Association	3	2	1	3		1,400.00	2,500.00	2,000.00	4,500.00	5,900.00	M	2
3	Lynn	102,320	Board of Park Commissioners	17	21	1	27	49,600.00	10,000.00	5,000.00	23,376.57	28,376.57	88,176.57	M	3
4	Lynnfield	1,394	Parent Teacher Association		1				35.00	72.00		72.00	107.00	P	4
5	Malden	38,036	Park Department				29							M	5
6	Medford	59,714	Park Department	10	8				613.50			1,986.50	2,600.00	M	6
7	Melrose	23,170	Park Commission	3	7	1	10		3,398.55	2,400.00	7,900.00	10,300.00	13,698.55	M	7
8	Methuen	21,069	Playstead Commission	1	4			3,890.00		360.00		360.00	6,250.00	M	8
9	Milton	16,434	Park Department	1	2				1,400.00	603.00	2,897.00	3,500.00	4,900.00	M	9
10	Needham	10,845	Beach Committee, Board of Trade	2			4	2,200.00	400.00	300.00	200.00	500.00	3,100.00	M	10
11	New Bedford	112,397	Park Department Play Centers Committee Municipal Bathing Beach Committee	1 [21]	1 [21]		292		400.00 311.18	400.00 889.97		400.00 5,393.73	500.00 800.00 6,796.88	M P M	11 a b
12	Newton	65,276	Playground Department	38	39			1,375.00	108,036.13	24,973.00	4,743.56	29,720.56	139,131.71	M	12
13	Northampton	24,381	Frank Newhall Look Memorial Park	10	4	1			2,500.00	3,200.00	4,500.00	7,700.00	10,200.00	P	13
14	North Attleboro	10,197	Playground Association	4	2			200.00	100.00	500.00		500.00	800.00	P	14
15	Norwood	15,049	Recreation Committee	8	6				2,145.00	2,500.00	300.00	2,800.00	4,945.00	M	15
16	Orange	3,365	School Board				20							M	16
17	Peabody	21,345	Park Commission	11	11			3,000.00	200.00	1,883.00		1,883.00	7,083.00	M&P	17
18	Pittsfield	49,677	Citizens Playground Committee	6			50		250.00	400.00		400.00	650.00	M&P	18
19	Quincy	71,983	Park Department	1	19			700.00	500.00	1,190.00	7,410.00	8,600.00	9,800.00	M	19
20	Salem	43,353	Park Department	13	14			264.94	982.87	3,342.00		3,342.00	4,589.81	M	20
21	Somerville	103,908	Recreation Commission	25	24	3	9		1,944.95	14,232.41	1,767.60	16,00.01	17,944.96	M	21
22	Spencer	6,272	Park Commissioners	1	1		2						426.73	M	22
23	Springfield	149,900	Division of Recreation, Department of Public Parks	30	27	1			6,626.54	14,794.49	47,669.10	62,463.59	69,090.13	M	23
24	Stoneham	10,060	Park Commissioners	1					300.00	300.00	600.00	900.00	1,200.00	M	24
25	Taunton	37,355	Park Commission	11	7			440.00	1,185.74	2,309.00	1,800.00	4,109.00	5,734.74	M	25
26	Turners Falls	8,000	Playground Commissioner	1			13		550.00	300.00	950.00	1,250.00	1,800.00	M	26
27	Wakefield	16,318	Recreation Commission Bath House Committee	2 3	4 1				250.00 160.00	550.00 398.02	740.00	550.00 1,138.02	800.00 1,298.02	M M	27 a
28	Walpole	7,273	Town of Walpole	1	1				482.67	284.16		284.16	766.83	M	28
29	Waltham	39,247	Board of Recreation	7	11				2,370.00	3,460.00	3,450.00	6,910.00	9,280.00	M	29
30	Webster	12,992	School Board	1	1					150.00		150.00	150.00	P	30
31	Wellesley	11,439	School Department	3	3				376.12	1,975.52		1,975.52	2,551.64	M	31
32	West Newton	10,005	Community Centre, Inc Stearns School Centre Ass'n	[32]2	[32]4	1	11 9		613.43 400.00	1,500.00 1,950.00	413.06 150.00	1,913.06 2,100.00	2,526.49 2,500.00	P P	32 a
33	West Springfield	16,684	Playground Commission	5	4					387.40	112.52	499.92	499.92	M	33
34	Worcester	195,311	Parks and Recreation Commission	22	9				4,689.45	6,277.36	17,231.88	23,509.24	28,198.69	M	34
	Michigan														
35	Ann Arbor	26,944	Board of Education and Park Commission	13	12		32	2,373.00	791.53	4,401.67	8,430.00	12,851.67	16,018.22	M	35
36	Battle Creek	43,573	Civic Recreational Association	55	4	2	25		300.00	4,000.00	445.00	4,445.00	4,745.00	M&P	36
37	Bay City	47,355	Community Recreation Council	3			29	350.00	165.00	150.00		150.00	[35]665.00	M&P	37
38	Bessemer	4,035	Board of Education	1	1									M	38
39	Birmingham	9,539	Community House Association	[34]	[34]				2,935.00			1,497.00	4,432.00	P	39
40	Caspian	1,888	Community House	1	1	2	13							P	40
41	Coldwater	6,733	School Board	1	1		6						1,600.00	M	41
42	Dearborn	50,338	Recreation Commission	24	4	1			1,500.00	3,910.00	900.00	4,810.00	8,310.00	M	42
43	Detroit	1,568,662	Department of Recreation Department of Parks and Boulevards	109 8	89	71 3	30		37,480.93 45,700.00	141,631.19 13,860.00	118,228.54 169,700.00	259,859.73 183,560.00	297,340.66 231,260.00	M M	43 a
44	Dowagiac	5,550	School Board	2	2		2							M	44
45	East Lansing	4,389	Volunteer Committee of Citizens	1	2					210.00	16.50	226.50	226.50	M&P	45
46	Ferndale	20,855	School Board and City of Ferndale	3	5					600.00		600.00	600.00	P	46
47	Flint	156,492	Department of Parks and Recreation. Community Music Association[33]	23 1	20 1	8 2	101	32,508.00	10,456.00 526.03	13,581.00 4,008.75	42,202.70 1,375.00	55,783.07 5,383.75	98,747.07 5,909.78	M M&P	47 a
48	Gladstone	5,170	Board of Education	2					150.00	150.00		150.00	300.00	M	48
49	Grand Rapids	168,592	Recreation Department Board of Education	23 31	8 33			2,500.00	8,914.00 796.05	6,050.00 4,232.53	17,771.00 3,988.50	23,821.00 8,221.03	35,235.00 9,017.08	M M	49 a
50	Grosse Pointe Township[37]	21,428	School Board	4	1					900.00	100.00	1,000.00	1,000.00	M	50
51	Grosse Point Village	22,000	Neighborhood Club	2	2	1	4		74.51	2,640.00	1,200.00	3,840.00	3,914.51	P	51
52	Grosse Pointe Park	11,000	Village Commission								3,758.67	3,758.67	3,758.67	M	52
53	Hamtramck	56,268	Department of Recreation, Board of Education	53	11	3			509.87	9,053.12	1,130.84	10,183.96	10,693.83	M	53
54	Harbor Beach	2,100	School Board	1	1		1	500.00	600.00	1,000.00	450.00	1,450.00	2,550.00	M	54
55	Highland Park	52,959	Recreation Commission	14	5	10	26	3,500.00	1,573.00	8,572.00	8,353.00	16,925.00	22,000.00	M&P	53
56	Holland	14,346	City Playground Commission	8	2		1		406.00	600.00		600.00	1,006.00	M	56
57	Jackson	55,187	Ella W. Sharp Board of Trustees Board of Education				43						7,000.00	P M	57 a
58	Kalamazoo	54,786	Department of Recreation Douglass Community Association, Inc.[11]	25 2	10 1	1 1	35 1	62.00	8,964.00 1,091.82	7,117.00 2,194.21	3,400.00 436.25	10,517.00 2,630.46	19,543.00 3,742.28	M P	58 a
59	Lake Linden-Hubbell	1,714	Lions Club				6		50.00				50.00	P	59
60	Lansing	78,397	Park Department	22	13	1	8	2,700.00	5,243.00	5,000.00	13,238.00	18,238.00	26,183.00	M	60
61	Manistee	8,041	City Commission	2									1,050.00	M	61
62	Menominee	10,320	Board of Education	1			21		2,000.00	1,200.00	800.00	2,000.00	4,000.00	M&P	62
63	Midland	8,038	Community Centre and Board of Education	3	2				6,588.27	3,743.60	4,824.22	10,569.82	17,158.09	M&P	63
64	Monroe	18,110	School Board	4	4				200.00	1,600.00		1,600.00	1,800.00	M	64
65	Mount Clemens	13,497	City Recreation Commission	7	3				350.00	1,600.00	150.00	1,750.00	2,100.00	M	65
66	Mount Pleasant	3,211	City Manager	1									500.00	M	66
67	Niles	12,371	School Board	2	2				500.00	500.00		500.00	1,000.00	M	67
68	Pontiac	64,928	Department of Recreation	5	4	2			5,596.53			7,478.02	13,074.57	M	68
69	Port Huron	31,361	School Board	1				50.00		300.00		300.00	350.00	M	69
70	River Rouge	17,314	City of River Rouge and School Board	2	1				602.00	280.00	350.00	730.00	1,332.00	M	70
71	Royal Oak	22,904	School Board and City Commission	3	1					400.00	10.00	410.00	410.00	M	71

the table

No. of City	Playgrounds Under Leadership: Year Round	Playgrounds Under Leadership: Summer Only	Playgrounds Under Leadership: School Year Only	Playgrounds Under Leadership: Summer and Other Seasons	Playgrounds Under Leadership: Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Recreation Buildings: Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Indoor Community Centers: Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Bathing Beaches: Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Golf Courses 9-Hole: Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Golf Courses 18-Hole: Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Swimming Pools Indoor: Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Swimming Pools Outdoor: Total Yearly or Seasonal Participation	Tennis Courts: Number	Tennis Courts: Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1		1			1	30,000					12	16	1	30,000							2	10,000	33	800	1	John W. Kernan	1
2		1	1		2		1	35,000			3	3	1				1				1		1			F. J. Cummings	2
3		13			13				4	12,000	2	12	1				1						10		1	John Morrissey	3
4		1			1																					Florence D. Cornet	4
5		9			9	140,000					8	8							1				25		1	William J. Dempsey	5
6		7			7							7	1										3			E. P. Adams	6
7		7		1	8		1		1	3,000	1	2	1	50,000									8			George W. Rogers	7
8		6			6	183,700	1	3,840				4														Albert Millington	8
9		2			2						2	4											4			John L. Kelly	9
10													1													Herbert L. Moon	10
11												6	2										20	30,000		Louise Dupre	11
a		10			10																					Fred Kelley	a
b													1	69,500												Louise Dupre	b
12		9		18	27	1,075,500	2	10,000	5	9,500	3	28	4	120,000									39	5,000	2	Ernst Hermann	12
13		1			1	27,500			1		1	2									1	27,000	6	3,800	1	M. Foss Narum	13
14		2			2	28,800			1	5,000	3	2														R. A. Yates	14
15		6			6	50,000					6	6	2								1		10			Mrs. H. B. C. Riemer	15
16		1			1						1	1											1			Edward C. Hempel	16
17		8			8							7	1	2,500									4	500	1	George E. Coyle	17
18		7			7							7	2								1				2	Frederick T. Francis, Jr.	18
19		19			19	75,000					1	12	1										17		1	Yrjo M. Matson	19
20		12			12	89,033	6				12	6	12	30,000	1	2,200					1	50,000	4	2,678	1	Daniel J. Phalen	20
21		3	3	13	19	250,000			4	50,000	4	7	1												1	Francis J. Mahoney	21
22													1													William A. Thihault	22
23	8	13			21	1,322,833	1	14,085	14	54,354		16	3				2						42		3	Arthur E. Gardner	23
24		1			1						1															Charles A. Owen	24
25		7			7	100,000					5	5									1	9,000	4	1,600	2	Louis O. Godfrey	25
26	1				1	35,000					1	1											2			C. E. Bankwitz	26
27		3			3	45,600					1	4											2			Eugene J. Sullivan	27
a													1	40,800												A. G. Abbott	a
28																					1	1,300				Frederick F. Libby	28
29		13			13	109,000			1	1,440	4	6	2										5			John L. Leary	29
30		1			1	8,000							1													George E. Finnegan	30
31			2	9	11						1	2											4			Dr. S. Monroe Graves	31
32									3	10,810																Gertrude MacCallum	32
a									1	9,100																Helen I. Sandstrom	a
33		4			4						1	1														R. B. Pillsbury	33
34		9			9		3				14	20	7				1				8		30			John J. Nugent	34
35	4		8		12	99,037			7	9,441	1	2	1	13,206			1	35,000					13	8,008	1	L. H Hollway and E. A. Gallup	35
36		5			5	57,730			8	46,100	2	10	1								1		1			A. R. Flannery	36
37		3			3	[10]41,870						3											1	43,850	11			H. D. Royal	37
38		1			1						1	1									1						C. R. Duds	38
39							1	68,756																		Carol Plumstead	39
40				1	1	10,646	1	92,000																		Mrs. Frances S. Berry	40
41	1	1	4		6	50,000			4	4,000	2	1											2	500		J. T. Symons	41
42		10			10	100,000			7	10,000		6									4	10,000	15			Henry D. Schubert	42
43		53		35	88	7,795,906	7	746,224	123	639,822	17	44									4		90		4	C. E. Brewer	43
a													1	177,866	1	28,436	4	225,192			1	107,585				Henry W. Busch	a
44		2		1	3	13,800			1	2,800	1	3											4		1	Jim Lewis	44
45		2			2	11,867					2	1											2			Donald O'Hara	45
46		8			8	36,000					1	2														Robert L. Peel	46
47		15			15	477,210	3	207,579	5	655	1	9			2		1		1		4		20		1	Helen Cutler	47
a																										William W. Norton	a
48		1			1	22,500					1		1										2			A. R. Watson	48
49		14			14	975,000	2				8	9			2		2	[26]38,050			8	650,000	26		4	Earl R. Knutson	49
a									48	175,587																W. Guy Morrison	a
50		3			3	33,000					1	2											14			Forrest Geary	50
51		1			1	15,000	1	147,785			1	2											6	11,000	1	George Elwortby	51
52																					1		4			W. G. Stamman	52
53		4		2	6	433,236			9	92,577									1	14,122			1	5,447		C. J. Reid	53
54		1	1		2	13,500	1	15,000	1	5,000	1	2	1	2,000									1	300		R. S. Brotherton	54
55	13				13	554,925	1		8		3	7							7				16			T. H. Fewlass	55
56		7			7				2	6,000		3	1										3			Leon N. Moody	56
57											1	3					1						8		1	L. Ambs	57
a		3			3	9,222					1												5			G. L. Greenawalt	a
58		12			12	128,193			12	26,591	1	11	1	13,393	2								4	16,860		Lawrence P. Moser	58
a							1																			E. M. Barnes	a
59		3			3						1	1											3			George A. Graham	59
60		11			11				13			4			2	32,854	1	17,968			1	47,771	25		2	H. Lee Baneroft	60
61		2			2							2	2										6			H. L. Hill	61
62									1	25,000																Walter C. Sedenquist	62
63		2			2	8,548	1	97,445	2	5,153	1	1											3			Charlotte Conley	63
64									4		2	1							1				2			B. M. Hellenberg	64
65		4		3	7	47,324			1	3,200	4	2							1	450			6			W. A. Olsen	65
66		1			1	4,000					2	2									1					N. K. Willman	66
67		1	2		3				1	5,000	1	1			1								1		1	F. W. Crawford	67
68		7			7	120,000			5	61,450		4	1	6,517	2	46,831							4	6,000		A. E. Geoter	68
69		2			2	22,000					2	8											3		1	C. V. Fowler	69
70		3			3	48,000			1	10,000	1	1							1				4			Frank Weeber	70
71		6			5						1	3											2			John J. Baldwin	71

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Michigan—Cont.													
1	Saginaw	80,715	Department of Parks and Cemeteries	...	...	...	...	...	144.58	322.00	774.14	1,296.14	1,440.72	M	1
2	Wakefield	3,677	Department of Public Affairs	2	...	...	2	...	8,000.00	...	...	4,800.00	12,800.00	M	2
3	Ypsilanti	10,143	Recreation Commission	14	6	...	8	...	150.00	1,456.00	...	1,456.00	1,606.00	M&P	3
	Minnesota														
4	Albert Lea	10,169	Park Department	1	1	...	1	...	344.84	210.00	555.20	765.20	1,110.04	M	4
5	Alexandria	3,876	Park Board and American Legion Park	2	1	...	...	100.00	1,600.00	750.00	1,400.00	2,150.00	3,850.00	M	5
6	Aurora	1,463	School Board and Town of White	1	...	...	...	...	...	150.00	...	150.00	150.00	M	6
7	Austin	12,276	Library Board	1	...	...	...	434.94	994.88	490.00	1,079.29	1,569.29	2,999.11	M	7
8	Bayport	2,590	Town of Bayport	...	...	...	...	...	...	...	...	...	...	M	8
9	Cannon Falls	1,358	Park Board	...	...	...	...	...	...	...	...	...	1,300.00	M	9
10	Chisholm	8,308	Independent School District No. 40	4	1	...	...	...	1,917.31	2,535.90	1,603.00	4,138.90	6,056.21	M	10
11	Coleraine	1,243	School Board	3	2	...	12	...	350.00	900.00	750.00	1,650.00	2,000.00	M	11
12	Crookston	6,321	Park Board	2	1	...	12	...	2,821.77	554.00	1,662.40	2,216.40	5,038.17	M	12
13	Duluth	101,463	Department of Recreation	151	31	2	...	1,095.00	4,446.76	8,585.45	12,962.81	21,548.26	27,090.02	M	13
14	Ely	6,156	Community Service Center	1	3	3	8	...	...	...	...	...	11,500.00	M	14
15	Eveleth	7,484	City Recreation Department	1	2	2	...	...	...	...	...	...	2,300.00	M	15
16	Fairmont	5,521	Red Cross and City of Fairmont	3	...	...	...	...	...	...	...	...	...	M&P	16
17	Fergus Falls	9,389	Recreation Board	2	2	...	5	20.00	20.36	255.00	...	255.00	295.36	M	17
18	Hibbing	15,666	Recreation Board	43	23	4	...	...	371.03	13,536.13	155.85	13,692.00	14,263.03	M	18
19	Lake City	3,210	Lions Club	...	...	...	20	...	2,500.00	...	2,500.00	2,500.00	5,000.00	M	19
20	Luverne	2,644	City of Luverne	...	...	...	...	...	...	...	...	...	...	M	20
21	Minneapolis	464,356	Board of Park Commissioners	12	10	9	30	24,767.00	62,129.00	21,173.00	96,283.00	117,456.00	204,352.00	M	21
			Board of Education[29]	...	4	...	14	...	273.07	1,391.90	...	1,391.90	1,664.97	P	a
22	Mountain Iron	3,709	Board of Education	3	3	...	...	...	300.00	400.00	...	400.00	700.00	M	22
23	Nashwauk	2,555	School Board	1	...	...	...	1,250.00	150.00	300.00	100.00	400.00	1,800.00	M	23
24	Pipestone	3,489	Recreation Commission	2	...	...	3	300.00	120.00	450.00	...	450.00	870.00	M	24
25	Red Wing	9,629	Board of Public Works	6	4	...	...	...	600.00	1,200.00	200.00	1,400.00	2,000.00	M	25
26	Rochester	20,621	Parent Teacher Association, Council and Board of Education	2	4	...	...	...	150.00	1,040.00	...	1,040.00	1,190.00	M&P	26
27	St. Cloud	21,000	City of St. Cloud	4	3	...	3	200.00	334.60	620.00	...	620.00	1,154.60	M	27
28	St. Paul	271,606	Department of Parks, Playgrounds, and Public Buildings	8	8	8	42	2,300.00	10,573.00	11,605.00	24,861.00	36,466.00	49,341.00	M	28
29	South St. Paul	10,009	Parks and Playground Committee, City Council	2	...	...	1	...	51.00	300.00	...	300.00	351.00	M	29
30	Virginia	11,963	Board of Education	14	8	...	...	...	166.07	2,500.00	...	2,500.00	2,666.07	M	30
31	Winona	20,850	Playground Association	5	5	...	...	...	...	...	...	...	622.68	P	31
			John A. Latch Public Bath Board	...	...	...	...	...	325.00	...	2,375.00	2,375.00	2,700.00	M	a
	Mississippi														
32	Clarksdale	10,043	Parent Teacher Association	1	2	...	...	...	40.00	280.00	...	280.00	320.00	M&P	32
33	Columbus	10,743	Y. M. C. A and City Schools	2	1	...	...	...	...	...	...	...	...	M&P	33
34	Iverness		Playground Committee	1	12	...	...	...	...	...	...	...	...	P	34
35	Mendenhall	700	Mothers Club	...	2	...	...	...	...	...	...	...	...	P	35
36	Vicksburg	22,943	Park Commission	3	...	...	...	4,000.00	1,000.00	1,800.00	900.00	2,700.00	7,700.00	M	36
	Missouri														
37	Cape Girardeau	16,227	Department of Parks	2	1	...	...	...	150.00	819.00	...	819.00	969.00	M	37
38	Hannibal	22,761	Playground and Recreation Association	...	3	...	...	...	72.38	339.00	...	339.00	411.38	M&P	38
39	Joplin	33,454	Board of Park Directors	...	...	...	...	...	...	...	...	...	35,827.63	M	39
40	Kansas City	399,746	Board of Education	62	34	1	8	...	2,000.00	15,232.25	4,748.94	19,981.19	21,981.19	M	40
			Recreation Council	13	14	...	4	...	700.00	3,300.00	350.00	3,650.00	4,350.00	P	a
41	Mexico	8,290	Park Commission	...	2	...	...	...	600.00	200.00	...	200.00	800.00	M&P	41
42	Moberly	13,772	Park Board	...	...	...	...	...	...	...	300.00	300.00	300.00	M	42
43	St. Joseph	80,935	Park Commissioners	...	...	...	...	...	3,971.43	...	7,375.19	7,375.19	11,346.62	M	43
			Recreation Section, Division of Parks and Recreation	97	137	39	...	100,000.00	...	...	...	...	[29]100,000.00	M	44
44	St. Louis	821,960	Board of Education	107	204	...	...	...	...	58,423.65	10,472.74	68,898.39	68,898.39	M	a
			Park and Playground Association[30]	1	1	2	...	...	...	...	...	...	6,498.00	P	b
			Dramatic League[31]	...	2	2	4	...	...	...	...	...	...	P	c
			Wesley House	2	2	2	50	...	1,500.00	2,725.00	2,575.00	5,300.00	6,800.00	P	d
45	University City	25,809	Park Department	6	6	...	...	60,998.00	11,419.53	1,207.85	16,377.45	17,585.30	89,002.83	M	45
	Montana														
46	Anaconda	12,494	City Playground Association	2	1	...	50	...	731.00	1,316.67	...	1,316.67	2,047.67	M	46
47	Bozeman	6,855	Board of Recreation	...	1	...	2	...	190.00	750.00	625.00	1,375.00	1,565.00	M&P	47
48	Glendive	4,629	School Board	1	...	...	...	800.00	100.00	350.00	...	350.00	1,250.00	M	48
			City Park Board	1	1	...	...	...	...	...	...	...	2,600.00	M	a
49	Great Falls	28,822	Recreation Commission	...	1	...	121	...	50.00	400.00	...	400.00	450.00	P	49
50	Havre	6,372	City of Havre	1	...	...	...	...	490.00	300.00	800.00	1,100.00	1,590.00	M	50
51	Livingston	6,391	Park Commission	...	...	...	...	...	...	...	...	...	2,750.00	M	51
52	Missoula	14,657	Board of Public Works	3	1	...	6	600.00	450.00	...	...	...	1,775.00	M	52
	Nebraska														
53	Auburn	3,098	City Council	1	...	...	...	...	...	...	...	...	...	M	53
54	Crete	2,965	City Council	1	1	...	2	...	...	100.00	25.00	125.00	125.00	M	54
55	Kearney	9,575	Park Commission	...	1	...	...	1,500.00	225.00	3,275.00	...	3,500.00	5,000.00	M	55
56	Lincoln	75,933	Recreation Board and Park Department	4	16	1	...	...	4,000.00	...	...	4,000.00	26,466.56	M	56
			Board of Recreation, Park Department	...	...	...	...	...	10,075.70	...	...	16,021.00	26,096.70	M	57
57	Omaha	214,006	Department of Finance, Building and Maintenance	...	...	...	...	...	500.00	...	...	2,400.00	2,900.00	M	a
			Recreation Committee, Council of Social Agencies	...	1	...	110	...	...	...	...	...	...	P	b
58	St. Edward	1,029	City of St. Edward	2	2	...	...	...	1,000.00	400.00	...	400.00	1,400.00	M	58
	Nevada														
59	Reno	18,529	Park Department	...	1	...	...	...	100.00	...	3,726.40	3,726.40	3,826.40	M	59

RECREATION STATISTICS FOR 1933

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1											3	13							1	98,427						John B. Baum	1
2		3			3	40,000			1	500	1	1	1	10,000					1				1	1,000		C. A. Rydeski	2
3		3			3	124,000			4			3							1							William E. Foy	3
4		1			1	10,350							1	55,000									6	2,000	1	R. L. Van Nocker	4
5													1										4			Emil E. Gahlon	5
6																			1							Albin H. Smolich	6
7									1																	William C. Pribble	7
8											1	1	1										1			H. L. Rothschild	8
9																					1					D. D. Lewis	9
10		3			3	36,070			4	8,500	1	1							2				4			C. G. Giffei	10
11		2	3	3	8				6	600	5	6	3						2				15			H. W. Dutter	11
12	1	2		3	6	20,000					1	2									1		3		1	Lloyd Ostrander	12
13	1	14			15	499,719	2	243,017	31	147,112	3	9			1		1	[3]44,352					9	19,476		K. M. Harris	13
14		2		4	6		1	100,000	1		1	1	2						1				4			Ray Hoefler	14
15		4			4	46,937	4	40,000	1	30,000	1	1	1	30,000													Wayne E. Kakela	15
16				4	4				4	1,500	2	1	7				1						4			C. W. Sankey	16
17		3		5	8				1	130	3	2											9			D. E. Misfeldt	17
18		11			11	82,204			9	46,683			1	11,500					1	4,689						Jess T. Porteous	18
19												2	1	5,000	1	300										H. V. Fick	19
20											1	1			2						1		1			W. E. E. Greene	20
21		21			21	841,192			31			35	13	1,100,000			4	153,496			1		175	770,000	15	Karl B. Raymond	21
a		10			10	57,936																				R. C. Tapp	a
22			4		4				4	8,100	1	3							1							O. H. Whitehead	22
23		2			2	6,750					1	2											2			Judd F. Gregor	23
24		1			1	40,000					1	3									1	16,000				M. Tedd Evans	24
25		2	2		4	20,000					5	1			1	4,500					1	18,554	10	4,000	1	James F. Enz	25
26		5			5																		5	2,000		Paul F. Schmidt	26
27		5			5	111,834						3	1		1								6		1	Grace Atkinson	27
28	7			31	38	2,030,600	8	302,143	14	32,807	6	24	1	133,506			3	123,917					113	63,683	1	Ernest W. Johnson	28
29		3			3	15,500																				James E. Hunt	29
30		3			3	62,492					1	1							2	9,463						L. G. Hurst	30
31		5			5																1					C. D. Tearse	31
a													1	12,334												Max Conrad	a
32		2			2				1		1	2											4		2	Virginia Curtis and Mrs. H. P. Mobley	32
33	1	1			2						1	1														Earle L. Whittington	33
34		1			1	1,326																	1			Mrs. J. D. Eddy	34
35		1			1																					Mrs. J. D. Smith	35
36	1	3			4	15,000	2	6,000			2	2									1	3,000	4	3,000	3	J. C. Hamilton	36
37											1	1									1		2			E. L. Siiler	37
38		4			4	15,313					1	4														T. T. McKinney	38
39												1					1	13,705			5		5			F. M. Weeks	39
40			40		40	193,714			56	256,560									5	25,381						Alfred O. Anderson	40
a		14			14	336,142																					
41		1			1	8,000						1													1	J. Harrison Brown	41
42													1										4			Allen C. White	42
43											1	1					1				1	37,761	8			Viola Burt	43
44	4	32			36	1,540,922	5	748,011			3	41			1	43,977	1	14,767	3	310,000	2	900,000	90	450,000	30	Alfred Fleishman	44
a		48			48	309,181			16	12,528																George R. Johnson	a
b																										A. H. Wyman	b
c																										S. Gertrude Knott	c
d	1				1	[6]121,854	1																			L. C. Gardner	d
45		6			6	[10]33,741						3			1	44,455					1	91,377	16	17,908	1	James K. Montieth	45
46		4			4	10,000			1	400	2	5					1				1		4		1	D. H. Beary	46
47		1			1		1																4		1	G. O. Arnold	47
48									1	600	1	1														R. E. Scudder	48
a											1	1									1		2		1	Ray G. Lowe	a
49		8		10	18	15,000						8							1	20,000					1	Thomas S. M. Lease	49
50		2			2						1										1	18,300	5			E. Sandquist	50
51											1	1	1	3,000									3	900		T. A. Ross	51
52																					1				1	W. H. Swearingen	52
53		1			1						1	1			1		1				1		1		1	D. W. Eustice	53
54																					1					Donald G. Smith	54
55		1			1							1											8	6,000	1	W. T. Souders	55
56		16			16	136,624			3	82,724					2	36,194			1	68,000	47	23,566				James C. Lewis	56
57							5	20,500	7	456,000	3	15	2	25,100	2	61,000	1	40,200			6	20,750	18	12,350		W. L. Hannon	57
a							2																			Herman F. Metz	a
b									106																	Mrs. Fred Rankin	b
58											1	1									1		2		1	Gertie A. Anderson	58
59												1									1		12		1	H. Dieterich	59

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	New Hampshire													
1	Claremont	12,377	Playground Commission		2				710.00	200.00	1,390.00	1,790.00	2,500.00	M	1
2	Concord	25,228	Playground Committee of City Council	10	9				2,154.83	2,491.20	815.13	3,306.35	5,461.18	M	2
3	Dover	13,573	Parks and Playground Commission	1	3			4,300.00	600.00	900.00	200.00	1,100.00	6,000.00	M	3
			Neighborhood House Association, Inc.		2		40						3,000.00	P	a
4	Lancaster	2,500	Spending Committee, Colonel F. L. Towne Home	1	2								23,139.49	M	4
5	Lebanon	7,073	Carter Community Building Association	2				700.00	1,500.00	2,300.00		2,300.00	4,500.00	M&P	5
6	Manchester	76,834	Park and Common Commission	8	8				67.93	1,086.79		1,086.79	1,154.72	M	6
7	Nashua	31,463	Recreation Commission	9	8				515.72	3,091.99	209.41	3,301.40	3,817.12	M	7
8	Pittsfield	2,000	School Board	1	1			25.00	172.96	325.00	260.00	585.00	782.96	M	8
9	Rochester	10,209	School Board	1					10.00	160.00		160.00	170.00	M	9
	New Jersey														
10	Allenhurst	573	Board of Commissioners	2									13,960.16	M	10
11	Bayonne	88,979	Board of Education	10	2									M	11
12	Belleville	26,974	Recreation Commission	1		1		1,480.47	2,039.53	2,000.00	600.00	2,600.00	6,100.00	M	12
13	Bloomfield	38,077	Recreation Commission	14	6	3	1	585.00	3,748.00	10,667.00		10,667.00	15,000.00	M	13
14	Bridgeton	15,699	Johnson Reeves Playground Association		1				80.30	240.00	20.00	260.00	340.30	P	14
15	Burlington	10,844	School Board	1					1,050.00	270.00		270.00	1,320.00	M	15
16	Clifton[32]	46,875	County of Passaic Commission	1						200.00		200.00	200.00	C	16
17	Dover	10,031	Recreation Commission	1					50.00	273.00		273.00	325.00	M&P	17
18	East Orange	68,020	Board of Recreation Commissioners	9	11	1	115	175.00	5,967.62	12,172.61	19,333.75	31,506.36	37,648.98	M	18
19	Elizabeth	114,589	Recreation Commission	46	44	2		3,938.06	8,023.12	21,064.05	4,908.52	25,972.57	37,933.73	M	19
20	Englewood	17,805	Board of Education	5	2				300.00	2,000.00		2,000.00	2,300.00	M	20
			Social Service Federation	7	3	4			1,746.00	4,192.00	543.00	4,735.00	6,481.00	P	a
21	Essex County[32]	833,513	Essex County Park Commission	16	17					7,008.92	36,952.57	43,961.49	43,961.49	C	21
22	Fair Lawn	5,990	Recreation Commission	1					350.00	250.00		250.00	600.00	M	22
23	Freehold	6,804	Recreation Association	2	2					248.32		248.32	248.32	P	2
24	Garfield	29,739	Community Recreation Committee	4	4				66.43	300.00		300.00	366.43	P	24
25	Glen Ridge	7,363	Playground Committee	2			12							P	25
26	Hackensack	24,368	Board of Education	7	6		12		353.15	2,010.00		2,010.00	2,363.15	M	26
27	Hackettstown	3,038	Board of Education	1			1	145.00		175.00		175.00	320.00	M	27
28	Harrison	13,601	Board of Recreation Commissioners	6	3				800.00	500.00	5,200.00	5,700.00	6,500.00	M	28
29	Hoboken	59,261	Department of Parks and Public Property	11	7	18			2,800.00	23,200.00		23,200.00	26,000.00	M	29
30	Irvington	56,733	Department of Public Recreation	3	1	1	142		800.00	5,883.00	312.00	6,195.00	6,995.00	M	30
31	Jersey City	316,715	Department of Parks and Public Property	34	24	22			125,000.00	200,000.00	50,000.00	250,000.00	375,000.00	M	31
32	Kearny	40,715	Recreation Commission	7		1	6		1,040.00	2,000.00	4,230.00	6,230.00	7,270.00	M	32
33	Leonia	3,350	Playground Committee	1	2		9		69.00	450.00	8.00	458.00	527.00	M&P	33
34	Lodi	11,549	Bergen County Council of Churches and Bergen County Y. M. C. A.		1		8			75.00	100.00	175.00	175.00	P	34
35	Long Branch	18,399	Department of Public Parks and Beaches	2	1			100.00	125.00	200.00	25.00	225.00	450.00	P	33
36	Maplewood	21,321	Engineering Department	3	5				400.00	1,400.00		1,400.00	1,800.00	M	36
37	Millburn	10,000	Shade Tree Commission	9	7	3	5	1,500.00	2,500.00	4,955.00	6,060.00	11,015.00	15,015.00	M	37
38	Montclair	42,017	Board of Education	4			3		132.81	780.00		780.00	912.81	M	38
			Department of Parks and Public Property	2									2,000.00	M	a
39	Moorestown	7,200	Township Recreation Commission	3	1	3	122	371.83	4,612.83	3,666.15	4,947.28	8,613.43	13,598.11	M&P	39
40	Morristown	15,197	City of Morristown	5	1				6,815.00	725.00		725.00	7,540.00	M	40
			Woman's Club		1				18.00	185.00		185.00	203.00	P	a
41	Mount Tabor	1,500	Camp Meeting Association		1			200.00	100.00	125.00	50.00	175.00	475.00	P	41
42	Newark	442,337	Department of Recreation, Board of Education	67	32	57	159		29,087.01	131,812.01		131,812.01	160,899.02	M	42
43	New Brunswick	34,555	Playground Committee	3	3				275.05	780.80		780.80	1,055.85	M	43
44	North Plainfield	9,760	Recreation Commission	3	2				110.33	873.00		873.00	983.33	M	44
45	Ocean City	15,025	City of Ocean City	2			4						9,000.00	M	45
46	Orange	35,399	Department of Parks and Public Property	34	23					3,850.00	1,500.00	5,350.00	5,350.00	M	46
47	Passaic	62,959	Recreation Department	30	23	2			1,190.00	8,000.00	500.00	8,500.00	9,690.00	M	47
48	Passaic County[32]	302,129	Passaic County Park Commission	3		1	1	454.00	7,086.68			14,254.40	21,795.08	C	48
49	Paterson	138,513	Board of Recreation	20	20	1		350.00	5,473.78	5,316.22		5,316.22	10,340.00	M	49
50	Perth Amboy	43,516	Municipal Recreation Department	2		2	65	1,000.00	4,000.00	4,250.00	3,500.00	7,750.00	12,750.00	M	50
51	Phillipsburg	19,255	City of Phillipsburg	4						800.00		800.00	800.00	M	51
52	Plainfield	34,422	Recreation Commission	3	1	4	1		262.97	7,461.50	1,722.72	9,184.22	9,447.19	M	52
53	Radburn	1,500	The Radburn Association	3	4	2			3,013.00	4,860.00		4,860.00	7,875.00	M	53
54	Rahway	16,011	Board of Education		1				160.18	300.00		300.00	460.18	M	54
55	Ridgefield Park	10,764	Department of Public Works	1	1				500.00	350.00		350.00	850.00	M	55
56	Rutherford	14,915	Parent Teacher Association Playground Committee and Lions Club	1	2		45		54.50	400.00		400.00	454.50	P	56
57	South Orange	13,630	Board of Recreation Commissioners	2	3	1			5,300.00	3,000.00		3,000.00	8,300.00	M	57
58	School District of South Orange and Maplewood	35,094	Board of Education and Maplewood Township	7										M	58
59	Spring Lake	1,743	Memorial Community House		1	1	6		5,200.00	2,000.00	960.00	2,960.00	8,160.00	P	59
60	Summit	14,556	Recreation Commission				6		6,900.00	....	6,100.00	6,100.00	13,000.00	M	60
61	Tenafly	5,669	School Board	2	2					....				M	61
62	Trenton	123,356	Playground Division, Department of Parks and Public Property	4		3	65		2,706.38	8,524.80		8,524.80	11,231.38	M	62
63	Union County[32]	305,209	The Union County Park Commission	47	13	2			31,860.91	24,032.78	54,852.60	78,885.38	130,746.29	C	63
64	West Orange	21,327	Department of Parks and Playgrounds	9	6	3			2,850.00			11,150.00	14,000.00	M	64
	New Mexico														
65	Albuquerque	26,370	Board of Education	3	3							360.00	360.00	M	65
66	Chimayo	1,000	National Missions Board of Presbyterian Church	1	3									P	66
67	Dawson	2,600	Public Schools	1									300.00	M	67
68	Deming	3,377	City of Deming										1,514.02	M	68
69	Raton	6,090	City of Raton										200.00	M	69

MacMurray College Library

RECREATION STATISTICS FOR 1933

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	2				2	75,000	3	15,000			4	2											9			R. G. Blanc	1
2	2	7			9	118,809					1	6	1	14,000	1						1	13,399	5		2	John J. Prowse	2
3		2			2	4,050					3	3									1					Dorothy Williams	3
a									1	11,420																Edith G. Brewster	a
4		1			1		1				2	2			1						1		2			Allen L. Moore	4
5							1	20,000																		Willis F. Hough	5
6		7			7		3					7	2										4		1	Frank C. Livingston	6
7		6			6						2	2									1		6			R. A. Pendleton	7
8		1			1						1	1									1		3			L. B. Badger	8
9		1			1	5,000							1	3,500									2	1,000		Arthur S. Rollins	9
10																					1					Margaret D. Pyle	10
11									8										1							P. H. Smith	11
12		3			3	4,077	2	67,560													1	14,500				Robert A. Nebrig	12
13	1	10	2		13	250,000	1				3	4											4	1,800		C. A. Emmons, Jr.	13
14		1			1	18,675						1														Mrs. Estella T. French	14
15		1			1						1	1														V. H. Smith	15
16		2			2	7,200					1	1														George J. Smith	16
17				1	1	5,985																				D. B. O'Brien	17
18		3		5	8	1,253,922	3	30,000	1	2,500	4	7											25	6,000	4	John M. Rowley	18
19	7	19			26	892,678			9	72,845	1	7									1				4	Claude A. Allen	19
20		4			4						1	1							1				6			Winton J. White	20
a							1	40,000	5	15,440																Anne F. Smith	a
21		29			29						6	33			1	33,762	1	38,999					193	175,926		David I. Kelly	21
22		1			1				1			1											1		1	Dr. M. M. Pine	22
23		4			4	6,160					3	3	1	200												Leigh Cobb	23
24		4			4	8,700					2	3	1						1		1		2			Mrs. Annetta Humphries	24
25		4			4																					Clifford N. Brown	25
26		7			7	40,419					1	6							1				3		2	Russell Q. Summers	26
27		1			1	6,360					1	1	1	5,830												V. C. Brugler	27
28				3	3	13,000					2	2														H. George Hughes	28
29	6				6	529,743	1	27,000				2														Julius Durstewitz	29
30		1		2	3	81,812	1	14,000	7	36,000		2											13	14,000	3	Philip LeBoutillier	30
31	5	11			16	700,000					1	11											23	45,000		Frank A. Deisler	31
32				7	7	360,000					2	2											5	30,720	2	James P. Craig	32
33		1			1	10,878						1											1			George D. Butler	33
34		1			1	7,058						2														W. L. Duncan	34
35		2			2						2	6	2										5			Dominick Grandinetti	35
36		5			5	18,000	2		1			5											6			H. W. Heilmann	36
37	1		3		4	85,000	1	4,000	5	39,000	1	1	1								1	16,000	4	2,500	1	John F. Fox	37
38		5			5	51,382			2		1	2											4	6,591		Franklin G. Armstrong	38
a																							8			Ralph L. Huttenloch	a
39	1	12			13	19,588	2		2	4,200	2	3							1	10,000	1	8,000	2	1,500		Robert L. King	39
40		5			5						7	4	1								1					Nelson S. Butera	40
a		1			1				1	240															2	Mrs. J. G. Hommel	a
41		1			1																					George W. Earl	41
42	31	6			37				34																	Lewis R. Barrett	42
43		3			3	60,162						3											9		2	William Beck	43
44		3			3	41,714					1	1											3			Charles E. Reed	44
45	1	2	3		6	245,000					1	1	18	2,000,000					1	4,000			28	15,000		Luther R. Hoffman	45
46		6			6	228,600			1		2	2							1				12		1	Carl F. Seibert	46
47		7			7	482,400			5	62,300	1	6	1	17,000					1	11,475			15	20,000	2	Reeve B. Harris	47
48		2			2	[19]42,050							1	151,160			[36]1	22,042					4	2,070	1	Frederick W. Loede, Jr.	48
49		26			26	450,000			3			7														Alfred P. Cappio	49
50		7		4	11	67,200	1	12,000	4	18,200		4	1	48,000									10	15,000	2	Charles T. Kocbek	50
51		3			3						4	6	1												2	John F. O'Donnell	51
52		3		9	12	287,322			3	20,474	2	2			1	10,766			1	15,614			20	16,344		R. O. Schlenter	52
53				2	2	15,570	1	5,000	1	20,000	2	1									2	45,000	4	2,500		Robert B. Hudson	53
54		1			1						1	1											6			Arthur L. Perry	54
55		1			1	10,235					1	1											6		1	Edwin S. Ferris	55
56		2			2	13,940															1		1			Mrs. Barton Jenks	56
57	1				1	05,000	1	1,500			2	5									1		20		1	Joseph J. Farrell	57
58			7	2	9				12										1	8,062						John H. Bosshart	58
59							1	500																		Mrs. Mildred E. Simons	59
60		3		1	4		1		5		1	2											4		1	Mrs. Gertrude S. Gross	60
61			1		1	10,660			4	1,300	1	2														George A. Kipp	61
62		15			15						7		2								1		34			George W. Paige	62
63		14			14	423,022					1	18	6	[38]231,023			[36]1	51,062			2		16	20,366	6	F. S. Mathewson	63
64	4				4	430,000	4				4	3											9			William J. Hulighan	64
65				8	8						8	3													1	John Milne	65
66	1				1		1	200				1											1			Zoe Ellsworth	66
67											1										1		2			G. L. Fenlon	67
68												1			1	1,000					1	3,000				George D. Robinson	68
69																					1					Mrs. Ida O. Atwater	69

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No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	No. of Women	No. Employed Full Time Year Round	Volunteer Workers	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	Source of Financial Support	No. of City
	New York														
1	Albany	127,412	Board of Education	24	40	1	...	...	2,500.00	15,200.00	...	15,200.00	17,700.00	M	1
2	Amsterdam	34,817	Recreation Commission	35	5	1	22	1,097.08	1,499.62	5,063.80	2,339.50	7,403.30	10,000.00	M	2
3	Auburn	36,652	Recreation Commission Booker T. Washington Community Center[11]	7	7	....	3	200.00	400.00	1,200.00	...	1,200.00	1,800.00	M	3
				....	1	1	6	...	540.00	1,560.00	310.00	1,870.00	2,410.00	M	a
4	Ballston Spa	4,391	Woman's Club, Inc.	....	1	1	...	...	300.00	850.00	100.00	950.00	1,250.00	P	4
5	Batavia	17,375	City Park Commission and Board of Education	1	...	...	...	...	50.00	150.00	...	150.00	200.00	M	5
6	Beacon	11,933	School Board	1	...	...	...	1,890.00	...	225.00	100.00	325.00	2,215.00	M	6
7	Binghamton	76,622	Department of Parks and Recreation	20	10	...	...	...	2,490.00	...	...	10,200.00	12,690.00	M	7
8	Briarcliff Manor[39]	1,798	Village Park Department	3	...	...	...	...	1,558.05	320.00	1,121.95	1,441.95	3,000.00	M	8
9	Buffalo	573,076	Department of Parks, Division of Recreation Board of Education, Extension Department	24	20	40	....	5,200.00	73,571.77	68,245.00	78,133.93	146,378.93	225,150.70	M	9
				34	14	...	....	1,300.00	...	10,600.00	...	10,600.00	12,100.00	M	a
10	Canandaigua	7,541	Board of Education	1	1	...	...	...	...	144.50	...	144.50	144.50	M	10
11	Chatham	2,424	Morris Memorial Community Ceoter	1	...	...	19	...	...	...	...	...	3,687.93	P	11
12	Cooperstown	2,909	Village of Cooperstown	1	...	...	...	...	250.00	300.00	...	300.00	550.00	M&P	12
13	Corning	15,777	Board of Public Works	2	2	...	...	...	1,509.92	910.83	302.58	1,213.41	2,723.33	M	13
14	Delmar	3,000	Bethlehem Central School Board	1	1	...	...	...	...	...	...	...	...	M	14
15	Dobbs Ferry[39]	5,741	School Board Park Commission	2	2	...	...	200.00	150.00	550.00	18.00	568.00	978.00	M&P	15
				1	1	...	...	...	1,220.62	300.00	900.00	1,400.00	2,620.62	M	a
16	Dunkirk	17,802	School Board	5	4	...	...	...	...	1,064.00	100.00	1,164.00	1,164.00	M	16
17	East Aurora	4,815	Mothers' Club	1	1	...	...	...	120.00	280.00	...	280.00	400.00	M	17
18	Eastchester[39]	20,340	Recreation Commission[48]	13	12	2	...	...	2,713.67	7,136.34	...	7,136.34	9,850.00	M	18
19	Elmira	47,397	Board of Education	1	...	...	178	...	...	1,500.00	...	1,500.00	1,500.00	M	19
20	Erie County[41]	762,408	Erie County Park Commission	...	...	...	...	400.00	...	...	2,500.00	2,500.00	2,900.00	C	20
21	Floral Park	10,016	Park and Playground Commission	1	...	...	1	...	1,130.00	350.00	2,220.00	2,570.00	3,700.00	M	21
22	Frankfort	4,203	School Board	1	...	...	6	...	96.49	475.00	...	475.00	571.49	M	22
23	Geneva	16,053	City Park Board	8	6	...	...	...	...	1,800.00	400.00	2,200.00	2,200.00	M	23
24	Glens Falls	18,531	Recreation Commission Outing Club, Inc.	8	8	1	1	...	1,117.48	2,207.91	6,060.00	2,813.91	3,931.39	M	24
				1	2	62	19	...	3,838.10	4,812.00	2,079.00	6,891.00	10,729.10	P	a
25	Gloversville	23,099	Board of Education	2	1	...	...	...	344.31	2,345.04	2,373.80	4,718.84	5,263.15	M	25
26	Goshen	2,891	Board of Education	1	...	...	...	...	18.58	150.00	...	150.00	168.58	M	26
27	Great Neck	4,010	Board of Park Commissioners	...	...	...	...	...	...	...	...	...	...	M	27
28	Harrison[39]	4,580	School Board	2	2	...	...	...	...	...	...	...	...	M	28
29	Hastings-on-Hudson[39]	7,097	Recreation Commission and Board of Education	1	1	...	2	...	50.00	450.00	...	450.00	500.00	M	29
30	Herkimer	10,446	Recreation Commission	4	3	...	...	...	460.48	325.00	755.00	1,080.00	1,540.48	M	30
31	Hornell	16,250	Department of Public Works	2	3	...	...	...	60.00	340.00	...	340.00	600.00	M	31
32	Hudson	12,337	Board of Education	1	3	...	6	...	...	...	...	...	750.00	M	32
33	Hudson Falls	6,499	Community Playground Board	1	1	...	...	...	...	282.00	218.00	500.00	500.00	M	33
34	Ilion	9,890	Village of Ilion	1	...	...	...	...	...	200.00	...	200.00	200.00	M	34
35	Ithaca	20,708	Board of Education South Side Community Center[11]	7	3	...	...	...	900.00	4,000.00	...	4,000.00	4,900.00	M	35
				...	1	1	7	...	895.96	415.00	...	415.00	1,300.96	P	a
36	Jamestown	45,155	Board of Education	1	...	...	...	87.96	492.37	2,132.56	...	2,132.56	2,692.89	M	36
37	Johnson City	13,567	School Board	2	2	...	...	...	100.00	500.00	...	500.00	600.00	M	37
38	Johnstown	10,801	Board of Education	2	2	1	...	...	548.63	1,573.00	3,226.70	4,801.70	5,350.33	M	38
39	Kenmore	10,482	Board of Education	8	3	...	...	...	130.00	2,200.00	...	2,200.00	2,330.00	M	39
40	Le Roy	4,474	Recreation Commission	3	1	...	...	...	220.00	630.00	25.00	655.00	875.00	M	40
41	Lynbrook	11,993	School Board	...	2	...	...	...	...	...	...	...	500.00	M	41
42	Middletown	21,276	Recreation Commission	2	1	...	...	...	107.99	620.00	102.88	722.88	830.87	M	42
43	Monroe County[44]	423,881	Monroe County Park Commission	...	...	...	...	...	...	...	...	...	...	C	43
44	Montrose[39]	5,100	School Board	1	1	...	...	200.00	250.00	1,500.00	100.00	1,600.00	2,050.00	M	44
45	Mount Kisco[39]	5,127	Recreation Commission	1	2	...	...	50.00	476.25	373.75	...	373.75	900.00	M	45
46	Mount Vernon[39]	61,499	Recreation Commission	25	19	6	14	4,077.88	1,569.33	23,428.95	...	23,428.95	29,076.16	M	46
47	Newburgh	31,275	Recreation Commission	11	11	2	...	12,055.75	3,534.33	8,854.40	8,105.76	16,960.16	32,550.24	M	47
48	New Rochelle[39]	54,000	Recreation Committee, Board of Education	40	40	...	...	...	315.00	9,366.15	...	9,366.15	9,681.15	M	48
49	New York City	6,930,446	Bureau of Recreation, Department of Parks, Bronx	9	14	15	....	1,850.33	499.70	26,498.00	...	26,498.00	28,848.03	M	49
			Department of Parks, Brooklyn	55	49	51	...	...	5,500.00	106,840.00	260,000.00	366,840.00	372,340.00	M	a
			Recreation Bureau, Department of Parks, Manhattan	38	42	61	...	...	2,325.00	113,315.00	...	113,315.00	115,640.00	M	b
			Bureau of Recreation, Department of Parks, Queens	2	1	3	...	...	484.83	5,500.00	...	5,500.00	5,984.83	M	c
			Department of Parks, Richmond	...	...	...	...	100,000.00	10,100.00	...	...	...	110,100.00	M	d
			Board of Education	945	1274	5	...	...	52,718.00	322,634.80	400,000.00	722,634.80	775,352.80	M	e
			Parks and Playgrounds Committee, Inc., Brooklyn	9	4	2	...	...	387.00	2,952.00	1,211.00	4,163.00	4,550.00	P	f
			Community Councils of the City of New York, Inc.	29	9	...	...	...	2,500.00	7,098.71	...	7,098.71	9,598.71	P	g
			The Children's Aid Society	77	64	36	...	...	...	...	...	...	238,851.00	P	h
50	Niagara Falls	75,460	Recreation Commission	1	...	1	...	...	...	...	...	...	...	M	50
			Community Center Association[11]	2	2	2	18	...	...	...	...	...	2,932.50	P	a
51	North Tarrytown[39]	7,417	Recreation Commission	1	1	1	3	...	600.00	2,000.00	...	2,000.00	2,800.00	M	51
52	North Tonawanda	19,019	Board of Education	1	...	...	14	...	380.00	1,350.00	...	1,350.00	1,730.00	M&P	52
53	Norwich	8,378	Playground Committee, Park Commission	1	1	...	...	...	...	270.00	...	270.00	270.00	M	53
54	Ogdensburg	16,918	City of Ogdensburg	...	...	...	20	...	...	...	...	...	...	M&P	54
55	Olean	21,790	Board of Education	1	...	...	...	...	513.31	331.67	1,139.05	1,490.72	2,004.03	M	55
56	Oneida	10,558	Commission of Parks and Playgrounds	2	2	...	...	400.00	1,000.00	600.00	1,000.00	1,600.00	3,000.00	M	56
57	Oneonta	12,536	Board of Education	3	4	...	...	...	300.00	1,200.00	...	1,200.00	1,500.00	M	57
58	Ossining[39]	15,241	Recreation Commission	6	11	1	7	...	...	1,980.00	3,814.39	5,794.39	5,794.39	M	58
59	Oswego	22,662	Department of Works	5	...	...	...	11,000.00	...	...	...	1,200.00	12,200.00	M	59
60	Peekskill[39]	17,125	Board of Education	6	6	...	...	...	235.26	2,186.56	...	2,186.56	2,421.82	M	60
61	Pelham	11,851	Board of Education	2	...	...	...	...	...	...	...	...	...	M	61

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	2	22			24	570,000	1	2,000	14	33,984	2	12							4		1		00		8	Frederick F. Futterer	1
2	1	2		2	5	112,469			2	13,751	2	2									3	59,873	1			Allen T. Edmunds	2
3		7			7	[10]64,521	1		3		1	6	1										2	600	1	Mrs. Carl R. Brister	3
a	*	1			1		1	10,640	2	775	1	1											1			Mrs. J. M. Pollard	a
4	1				1		1	10,000															2	1,000		Mrs. Robt. MacWilliams	4
5		4			4	117,853					1	1													1	William E. Winters	5
6				1	1	5,155					1	1											1			E. D. Hewes	6
7		8		1	9							8	3	195,182	1	8,000							8	40,000	3	L. E. Barnes	7
8		1			1						1	1									1		3		1	Alfred H. Pearson	8
9	3	21			24	4,954,531	5		84	776,461	2	48	1	286,312	2	92,441	2	121,690			3	166,225	65	143,212	7	Joseph F. Suttner	9
a				34	34	454,837			26	91,554		3							10							Carl H. Burkhardt	a
10			4	1	5	20,000					1	1									1		4			T. Harland Evans	10
11							1	7,000																		William T. Holmes	11
12				1	1	22,000					1	1	1										2			L. G. Bursey	12
13		1			1		1		5	30,000	1	2									1		2			W. O. Drake	13
14		1			1							4											2			Solon L. Butterfield	14
15		1			1	19,000	1				1	1											2	1,000		John A. McGinness	15
a		1			1	31,848	1	1,688			1	1											2	2,838	1	Alexander Buncher	a
16		4			4	55,570					1	4											1			M. M. French	16
17		1			1						1	1													1	Mrs. A. E. Wield	17
18				6	6	42,307	1	19,740	9	15,209																Vivian O. Wills	18
19		15		5	20	285,000			1	1,200	1	7											23	22,000		Joseph F. Riley, Jr.	19
20											4	6	2								1		5		1	Arthur B. Weaver	20
21		1			1	13,364						2											6	5,068		James H. Glenn	21
22	1	1	2		4				1	8,000	1	2														C. W. Lewis	22
23		6			6	70,000					1	1											1			W. A Gracey	23
24	1	8			9	99,167	1	22,821			2	5	1	29,087									4			Ruth Sherburne	24
a	1		1		2	100,000	1		5																		a
25	1	2			3	31,084					2	2									1	40,000	6			A. E. Severn	25
26		1			1						1	1											2			Charles J. Hooker	26
27											2	2	1										19		1	J. Charles Frank	27
28				1	1				4		2	2											2			E. J. Feeley	28
29		2			2	22,500			2	11,400	1												3	5,000		John L. Hopkins	29
30		3			3	69,150						2											4			Mrs. John Campbell	30
31		3			3	12,000					1	1	2	10,000									2			F. H. Robinson	31
32		4			4	25,642					1	4											4			D. S. MacDonald	32
33		1			1	7,683					1	1	1										2			David S. Fisk	33
34																					1					Earl P. Watkins	34
35				10	10	31,431			3	8,600	2	3	1										4			E. E. Bredbenuer	35
a		1			1		1	1,500	1	432																Jessie B. Cooper	a
36		7			7				4		4	3											15			Harry T. Watson	36
37		1			1						1															H. B. Eccleston	37
38	1	2			3	16,000	1	1,000			1	1											7		1	Ruth V. Amos	38
39				7	7	[45]31,634					1	1									1	6,568	6	2,501		Frank C. Densberger	39
40		1			1				2	1,000	1	3									1	8,000	4		1	Edward J. Reifsteck	40
41		2			2						2	2											6			James J. Carter	41
42		3			3	41,021																	2			Frederic P. Singer	42
43												28	2				1	24,000					8			H. W. Pierce	43
44		1		3	4	14,000			2	12,000	1	3														Frank G. Lindsey	44
45		1			1	15,840			1		1	1											1			J. Halsey Thomas	45
46		5		11	16	228,444	2	29,572	31	32,858		5											2	2,326		R. W. Cammack	46
47	1	2		1	4	700,000	1					6									1		8		1	Douglas G. Miller	47
48		13			13	[10]94,764			12		1	5											4			Edward A. Wilson	48
49	12	7			19		7				3	42	2				3				1		79		3	John J. MacCormack	49
a	34	9			43	[62]2,675,800	21				2	51	5	210,000	1	6,000	1	37,000			1	16,315	385	61,000	5	John J. Downing	a
b	58	9			67	16,051,300	9	829,900			22	37											43	40,900	15	James V. Mulholland	b
c	25	10			35	600,000	3	30,000			2	22	2	2,000,000			2	70,000					42	20,000	3	John F. Murray	c
d							1	30,000				10			1		1	[26]100,000			1	96,000	14	10,000	1	Frederick H. Gross	d
e		435			435	9,629,388			819	4,747,045	230	23							38	5,847,308			61			Eugene C. Gihney	e
f	1	7			8	110,000						1														Evelyn R. Meyers	f
g		25			25	10,750																				Frank Peer Beal	g
h	10	4			14	1,005,000	9	469,023			2	6									1		1		3	Miss H. R. Gross	h
50				13	13	228,882						3			1	46,044	1		1	45,046			14	44,704	1	Victor De Wysocki	50
a							1	37,000	9	10,900																J. M. Pollard, Sr.	a
51		2		1	3	20,050			5	13,000		2														Earl Brooks	51
52		7		1	8	39,000			8		5	11	1	30,000					1	8,500			10	7,500		W. L. Ramsey	52
53		2			2	[45]10,555						1									1		2		1	K. E. Beyer	53
54		5			5								1										1		2	Elsie Luksich	54
55																			1	26,725						A. W. Buley	55
56		4			4	50,000					2	2											8	1,000		Harold E. Klue	56
57		5			5				2	10,000	1	2									1		7			W. Edwin Long	57
58		6			6	28,198	2	289,635			1	2											7	15,183		Mary M. Halpin	58
59											1	8											4	4,600		D. E. Powers	59
60				6	6	62,857													1	9,951					1	Dr. P. R. Spencer	60
61				1	1				2		1	1														Florence Montgomery	61

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	New York—Cont.													
1	Pleasantville[32]	4,540	Recreation Committee, Village Board of Trustees	3					1,756.00	428.00	585.00	1,013.00	2,769.00	M	1
			Board of Education		2									M	a
2	Port Chester[32]	22,662	Recreation Commission	33	5	1	341		1,615.00	3,385.00		3,385.00	5,000.00	M	2
3	Poughkeepsie	40,288	Board of Education	2	21			698.66	1,326.57	3,451.50	347.00	3,798.50	5,823.73	M	3
			Board of Public Works					19,500.00	3,500.00			3,500.00	26,500.00	M	a
4	Purchase	500	The Purchase Community, Inc	1	1	1							8,500.00	P	4
5	Rhinecliff	400	Morton Memorial Library and Community House		2	1				1,800.00	600.00	2,400.00	2,400.00	P	5
6	Rochester	328,132	Park Bureau, Division of Playgrounds	3		3		183.24	16,909.47	8,660.00	42,425.53	51,085.53	68,178.24	M	6
7	Rockville Centre	13,718	Board of Education	2					619.15	652.25		652.25	1,271.40	M	7
8	Sag Harbor	2,773	Park and Recreation Association						1,264.53			3,206.96	4,471.49	M	8
9	Scarsdale[33]	9,690	Woman's Club and School Board	3	3					800.00	200.00	1,000.00	1,000.00	P	9
10	Schenectady	95,692	Department of Public Works	25	20			400.00	1,850.00	7,500.00	250.00	7,750.00	10,000.00	M	10
11	Solvay	7,986	Board of Education	1						200.00		200.00	200.00	M	11
12	Syracuse	209,326	Park Department	26	8	2			10,338.49	15,475.00	17,340.25	32,815.25	43,153.74	M	12
			Dunbar Community Center[11]	3	3	3		760.00	412.00	3,200.00	200.00	3,400.00	4,572.00	P	a
13	Tarrytown[34]	6,841	Recreation Commission		2	1			634.12	1,650.00		1,650.00	2,284.12	M	13
14	Troy	72,763	Department of Recreation	15	12	2			8,129.90	8,350.00	13,521.00	23,871.00	32,000.00	M	14
15	Utica	101,740	Recreation Department	31	29	1		1,800.00	2,447.00	9,660.00		9,660.00	[35]13,907.00	M	15
16	Watertown	32,205	Department of Public Works	15	8		8			3,020.00		3,020.00	11,470.00	M	16
17	Watervliet	16,083	City of Watervliet	1					300.00	200.00	966.00	1,166.00	1,466.00	M	17
18	Westfield	3,466	Playground Board	1			2	500.00	60.00	440.00		440.00	1,000.00	M&P	18
19	Westchester County	520,947	Westchester County Recreation Commission[47]	34	37	9	7		71,160.60	32,496.34	28,841.50	61,337.84	132,498.44	C	19
			Westchester County Park Commission[48]										691,131.06	C	a
20	White Plains[32]	35,830	Board of Education	4	7			500.00	350.00	2,000.00	100.00	2,100.00	2,950.00	M	20
21	Yonkers[36]	134,646	Community Service Commission	[49]60	[49]84	16			11,514.00	43,289.00	15,197.50	58,486.50	70,000.50	M	21
	North Carolina														
22	Asheville	50,193	Playground Association	3	7		1		50.00	600.00	10.02	610.02	660.02	M&P	22
			Department of Public Works	17	4				16,656.20	5,728.00	9,000.00	14,728.00	31,384.20	M	a
23	Canton	5,117	Y. M. C. A.	1			12						750.00	P	23
24	Charlotte	82,675	Park and Recreation Commission	4	1	1	1	2,686.87	8,619.64	6,000.00	7,642.00	13,642.00	24,948.51	M	24
25	Durham	52,037	Recreation Commission	2	2	2	27	185.00	2,781.00	5,517.75	400.00	5,917.75	8,883.75	M	25
26	Gastonia	17,093	Committee of City Council										2,420.53	M	26
27	Goldsboro	14,985	Wayne County Memorial Community Building Association	3	1	2	21	137 22	1,159.65	2,650.00	797.05	3,447.05	4,743.92	M&P	27
28	High Point	36,745	Park and Playground Commission	1		1		1,457.00	4,482.80	2,850.00	4,908.00	7,758.00	13,697.80	M	28
29	Lexington	9,652	Kiwanis Club	1	1					200.00		200.00	200.00	P	29
30	Roanoke Rapids	3,404	Parent Teacher Association and School Board	1	2									M&P	30
31	Winston-Salem	75,274	Department of Physical Education and Recreation, School Board	1					2,660.50			3,132.00	5,792.50	M&P	31
	North Dakota														
32	Bismarck	11,090	Board of Recreational Activities	6	6	1	10	691.37	9,679.05	2,000.00	4,571.92	6,571.92	16,942.34	M	33
33	Devils Lake	5,451	Board of Park Commissioners					780.00	160.00		150.00	150.00	[50]1,090.00	M	33
34	Grand Forks	17,112	Board of Park Commissioners	1	2		7							M	34
35	Lisbon	1,650	Park District	1					1,000.00	500.00	350.00	850.00	1,850.00	M	35
36	Mandan	5,307	Park Board					300.00	3,194.88				3,494.88	M	36
37	Minot	16,099	School Board	5									250.00	M	37
			Park District	1			10	2,000.00	925.00	255.00	3,196.00	3,451.00	6,376.00	M	a
38	New Rockford	2,285	Park Board				4						150.00	M	38
39	Valley City	5,268	City of Valley City						213.77				213.77	M	39
	Ohio														
40	Akron	255,040	Board of Education	8	6		54		600.00	1,751.00		1,751.00	2,351.00	M&P	40
			Park Department										18,000.00	M	a
41	Athens	7,252	Physical Education Department, Ohio University	1			36							P	41
42	Bluffton	2,035	Bluffton-Richland Village Board of Education	1					75.00	80.00	100.00	180.00	255.00	M	42
43	Bucyrus	10,027	Playground Commission				2							P	43
44	Canton	104,906	Recreation Board, City School District	9	10	4			5,537.31	10,889.70	932.00	11,821.70	17,359.01	M	44
45	Celina	4,664	School Board and Business Men's Clubs	1			20		25.00	75.00		75.00	100.00	M&P	45
46	Chillicothe	18,340	Board of Park Commissioners	1	1				157.13	550.00	217.80	767.80	924.93	M	46
47	Cincinnati	451,160	Public Recreation Commission	256	84	13	325	161,560.06	30,982.59	74,691.25	23,410.03	98,101.28	290,643.93	M	47
			Dept. of Parks and Public Property	258	125	97			20,768.87	22,848.54	139,568.71	162,417.25	183,186.12	M	48
48	Cleveland	900,429	Board of Education	117	145	1			2,897.62	30,181.77		30,181.77	33,079.39	M	a
			Hiram House	9	10		12		892.37	1,937.31		1,937.31	2,829.68	M&P	b
49	Cleveland Metropolitan Park District[51]	1,250,000	Park Board	5		1							[52]20,547.00	M	49
50	Cleveland Heights	50,945	Division of Public Recreation, Board of Education	53	37	2	24	166.95	1,890.67	9,291.49	5,354.20	14,645.69	16,703.31	M	50
51	Columbus	290,564	Division of Public Recreation	94	17	5	60		10,573.00	18,379.00	5,693.00	24,072.00	34,645.00	M	51
52	Conneaut	9,691	American Legion	1					600.00	50.00		50 00	650.00	P	52
53	Crestline	4,425	Chamber of Commerce and Woman's Club										790.00	M&P	53
54	Cuyahoga Falls	19,797	Recreation Board	4			20			200.00		200.00	200.00	P	54
55	Dayton	200,982	Bureau of Recreation, Division of Parks, Department of Public Welfare	14	5	5	18	4,722.00	29,732.36			78,380.00	112,834.36	M	55
56	Defiance	8,818	Men's East Defiance Booster Club	1	1		20		500.00	300.00	250.00	550.00	1,050.00	P	56
57	East Cleveland	39,667	City of East Cleveland	20	4									M	57
58	Fremont	13,422	School Board	4	1				100.00	300.00	50.00	350.00	450.00	M&P	58
59	Hamilton	52,176	City Park Department	7	2		4						[53]13,663.25	M	59
60	Hamilton County[36]	589,356	Dept. of Public Welfare, Recreation Div.	8		3	2		148.36	1,145.50		1,145.50	1,293.86	C	60

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance *	Recreation Buildings: Number	Total Yearly or Seasonal Attendance **	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance **	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1																					1					John W. Frost	1
a		2			2						2	2														R. W. Bell	a
2	3	3			6	[10]152,224			5	20,814																Doris E. Russell	2
3		4		2	6	72,471					2	3											6	12,000	1	Sam J. Kalloch	3
a											3	6			1						1		4			Thomas F. Lawlor	a
4							1					1											2			Marion Coday and Katherine Natvig	4
5		1			1	8,000	1	20,860																		Harriett E. Woolley	5
6		10		22	32	1,934,148					11	28	2	114,499			3	139,770	1		2	81,760	45		3	Gertrude M. Hartnett	6
7		2			2				4	4,000		1											3			Floyd B. Watson	7
8											1	2									1		4			W. F. Youngs	8
9		2			2	8,500																	4			C. S. Leonard	9
10		11			11	100,051			6		1	4	2								3		26		3	Raymond L. Bradshaw	10
11									1	500	1												1			Anna L. Murtagh	11
12		12		16	28	2,158,571	7	26,628	13	35,078	28	28			2	30,685					11		83		2	Bertha Downes	12
a		2			2	45,797	1	23,875	10	7,321																Golden B. Darby	a
13		3			3	66,896	1	5,415	5	4,970	1	2														Mildred M. Wheeler	13
14				9	9	175,326	1	5,000	2	5,600		5			1	7,000					1	33,926	25	45,000	2	Paul J. Lynch	14
15		10		6	16	394,970			5	19,008	2	9					1				2		36		3	M. Esthyr Fitzgerald	15
16		4			4	60,288					2	4											12		1	William I. Graf	16
17				4	4	15,772					4	4											2			Frank T. Mahar	17
18		1			1	9,000					1															S. C. Weir	18
19							1	235,838																		E. Dana Caulkins	19
a												12	5				4				3		8		1	Stanley W. Abbott	a
20		6			6	54,128					5	5														F. B. McGovern	20
21	2	17		9	28	650,000	1	10,050	24	65,273	1	6									2		19		2	James F. McCruddea	21
22		7			7																					W. A. Parker	22
a		3			3		1	20,000			1	12					1	12,750			3	23,775	6				
23		1			1						1	1							1	31,000			2	5,460		A. C. Suttles	23
24		14			14	199,396	1	6,000	2	11,600		7					1	19,000					12	40,000	1	Lacy Ranson	24
25	2	11			13	92,338	1	12,615	5	44,610	1	5							1	10,545	2	10,826	11	7,000	4	C. R. Wood	25
26											1	2			1								8			William L. Balthis	26
27							1	102,900			1															R. C. Robinson	27
28				11	11				1			8	1	8,025	1											W. F. Bailey	28
29		1			1	12,000																				Joe Sink	29
30		3			3						3	3							1							C. W. Davis	30
31		11			11	108,230			1		3	13							2	17,468	3	36,438	70		1	Loyd B. Hathaway	31
32		2			2		1	20,000			2	5									1	37,758	2	2,000		M. H. Atkinson	32
33																										Noel Tharalson	33
34		2			2	11,191			7			2					1	10,000			1	26,000	11	9,000	1	Mrs. Max B. Kanoowski	34
35		1			1	10,200	1	5,000			1	1	1	15,000	1	200										C. G. Mead	35
36															1								2		1	A. W. Furness	36
37									1	300	1	1							1				10		2	L. A. White	37
a		4		1	5	40,000						2			1						1	40,000	12		2	O. B. Herigstad	a
38											1	1	1										2			Thomas Olson	38
39													2										3			W. T. Craswell	39
40		8			8	202,071													1				7		3	Milton H. Seitz	40
a													1				1						5			G. H. Vickrey	a
41	4				4	30,000					1	3							1							Arthur H. Rhoads	41
42				1	1							4											2	250		Robert Schaeublin	42
43		1			1						1	5														Edwin S. Lewis	43
44		9			9	201,290			17	371,452	7	4									3	97,668	7	41,820	3	C. W. Schnake	44
45		2			2							1	1		1								6			R. O. Day	45
46		2			2	49,000					1	1											8	18,500		John C. Wilkins, Jr.	46
47		45			45	[51]1342985	2		83	781,052	1	94					1	21,529	8		36		83	129,613		Tam Deering	47
48		34			34	1,858,487	8	1,184,849				78	3	370,000	1		2	[26]73,000	5		5		73	139,142	4	A. S. Kuhn	48
a		48			48	1,669,386			24	245,340	1								3				7		2	G. I. Kern	a
b	1				1	241,071			3	45,972																George P Bauer	b
49												3	2		1	35,428	1	53,947			3					W. A. Stinchcomb	49
50		2	8	6	16	105,682			12		2	3							1		1		21		1	Earle D. Campbell	50
51	1	25			26	535,881	4	165,535	13	82,784		28					1				2		36		16	Charles E. Seddon	51
52									1	4,000		1														R. H. Stone	52
53									1	1,000		1									1					C. A. Stephan	53
54		6			6							3	1													Mrs. Chester Cox	54
55	2	8			10	577,418	2	239,000	14		2	11	1		1		3		1		2		60		7	Paul F. Schenck	55
56		1			1	12,000					1	1									1				1	Roy B. Cameron	56
57		3			3						3	3									1		6			H. L. Green	57
58		4			4	150,000					4	8							1	5,000			5	6,200	3	R. B. Oldfather	58
59		8			8		1				3	14					1				1		7		3	L. J. Smith	59
60		19			19	32,436			7	117,722																G. S. DeSole Neal	60

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Ohio—Cont.													
1	Lakewood	70,509	Department of Public Recreation, Board of Education	35	17	3	17		2,693.70	13,886.20		13,886.20	16,579.90	M	1
2	Lima	42,287	Department of Recreation	24	3		16	286.91	695.54	3,904.14	83.75	3,987.89	4,970.34	M	2
3	Lorain	44,512	Y. M. C. A.				9		50.00				50.00	P	3
4	Mansfield	33,525	Department of Recreatioo	8	7				824.62	1,850.35		1,850.35	2,674.97	M	4
5	Marietnoot	1,200	The Thomas J. Emery Memorial				20							P	5
6	Miamisburg	5,518	Community Welfare Association	1									1,100.00	P	6
7	Middletown	29,992	Park Board	5	2				3,000.00			7,000.00	10,000.00	M	7
8	Newark	30,596	Board of Education	3	1					1,054.75	2,558.20	3,612.95	3,612.95	M	8
9	Niles	16,314	Recreation Service	2	15	1	30		813.97	2,360.00		2,360.00	3,173.97	M	9
10	North Cantoo	2,648	Y. M. C. A.	1	1				55.96	124.15		124.15	180.11	P	10
11	Oak Harbor	1,200	School Board	1			1	100.00		150.00	90.00	240.00	340.00	M	11
12	Oakwood	6,494	School Board	2				150.00	100.00	187.50	312.50	500.00	750.00	M	12
13	Piqua	16,009	School Board	6	6		30		140.00	734.00		734.00	874.00	P	13
14	Portsmouth	42,560	Park Commission	5					1,100.00	1,000.00	3,800.00	4,800.00	5,900.00	M	14
15	Rocky River	5,632	City of Rocky River						217.17		582.80	582.80	799.97	M	15
16	St. Marys	5,433	Community Welfare Association				2		250.00				250.00	P	16
17	Salem	10,622	Memorial Building Association	1		1		2,000.00	1,600.00	1,800.00	600.00	2,400.00	6,000.00	P	17
18	Shaker Heights	17,783	School Board	9	3		7						1,000.00	M	18
19	Shelby	6,198	Park Board	2									1,500.00	M	19
20	South Euclid	4,399	Municipal Council	3	2		3		263.50	630.00		630.00	893.50	M	20
21	Springfield	68,743	Playground Association Park Department	9	1			535.10	256.71 292.00	885.10	6,662.52	885.10 6,662.52	1,141.81 7,489.62	P M	21 a
22	Steubenville	35,422	Recreation Board	17	7	2	16		6,534.32	4,154.79	3,655.39	7,810.18	14,344.50	M	22
23	Toledo	290,718	Division of Recreation, Department of Welfare Frederick Douglass Community Association[11]	47 1	22 2	2 2	8 7		2,886.25 1,751.50	15,000.00 1,309.18	32,535.57 1,671.71	47,535.57 1,671.71	50,421.82 4,732.39	M P	23 a
24	Van Wert	8,472	Y. M. C. A.	1			50							P	24
25	Wapakoneta	5,378	School Board	1	1				370.00	350.00	480.00	830.00	1,200.00	M	25
26	Youngstown	170,002	Park Department Mill Creek Park Commission Playground Association	29 7 9	15 1 8	1 1	10	13,072.00 5,766.15	12,000.00 8,329.74 500.00	12,089.00 4,445.03 3,133.00	40,000.00 16,093.45	52,089.00 20,538.48 3,133.00	77,161.00 34,654.37 3,633.00	M M P	26 a b
27	Zanesville	36,440	Recreation Commission	4	5				100.00	1,850.00		1,650.00	1,750.00	M	27
	Oklahoma														
28	Ada	11,261	Board of Park Commissioners	11	2			1,000.00	500.00	500.00	1,000.00	1,500.00	3,000.00	M	28
29	Anadarko	5,036	Park Department								1,350.00	1,350.00	1,350.00	M	29
30	Bartlesville	14,763	Y. M. C. A.				2							P	30
31	Blackwell	9,521	Park Department	1	1				150.00	600.00		600.00	750.00	M	31
32	Cherokee	2,236	City Commission	2	1		2	300.00	131.11			304.87	735.98	M	32
33	Clinton	7,512	Chamber of Commerce and City of Clinton	1			8	250.00	750.00	300.00		300.00	1,300.00	M	33
34	Cushing	9,301	Board of Education	1					50.00	250.00		250.00	300.00	M	34
35	El Reno	9,384	Board of Education	2	1				1,750.00	2,150.00	350.00	2,500.00	4,250.00	M	35
36	Mangum	4,806	City of Mangum	2					750.00			750.00	1,500.00	M	36
37	Oklahoma City	185,389	Park Recreation Department and Board of Education	33	27	1	126	1,200.00	1,450.00	5,055.00	3,000.00	8,055.00	10,705.00	M	37
38	Ponca City	16,136	Park Department	9	7	6		500.00	3,000.00			10,511.60	14,011.60	M	38
39	Shattuck	1,500	Chamber of Commerce				1	10.00	30.00				40.00	P	39
40	Tulsa	141,258	Park Board	13		2	19		1,000.00	4,500.00		4,500.00	5,500.00	M	40
41	Wynnewood	2,000	City of Wynnewood											M	41
	Oregon														
42	Albany	5,325	City of Albany and American Legion Auxiliary		1									M&P	42
43	Bend	8,848	School Board	1	1				100.00	300.00		300.00	400.00	M&P	43
44	Eugene	18,901	Playground Commission	3					57.75	392.25		392.25	450.00	M	44
45	Grants Pass	4,666	Park Department					1,000.00	1,521.73		2,038.62	2,038.62	4,560.35	M	45
46	Medford	11,007	City Public Schools	2									3,000.00	M	46
47	Ontario	2,000	Kiwanis Club	1									300.00	P	47
48	Pendleton	6,619	Park Commission and Playgrounds		2		3						400.00	M	48
49	Portland	301,815	Playground Division, Bureau of Parks	32	34	10	40		6,755.64	26,607.43	14,898.82	41,506.25	[8]83,100.17	M	49
50	Salem	26,266	Playground Board	1	3				260.00	650.00		650.00	910.00	M	50
51	Silverton	2,162	City Park Committee	2					240.00	360.00		360.00	600.00	M	51
	Pennsylvania														
52	Allegheny County[12]	1,374,410	Recreation Bureau, Allegheny County Department of Parks	19	3	1		75,000.00	3,500.00	3,000.00	9,120.00	12,120.00	90,620.00	C	52
53	Allentown	92,563	Recreation Commission and School Board	13	16	1			544.91	3,787.50	232.11	4,019.61	4,564.52	M&P	53
54	Altoona	82,054	Recreation Commission	4	11					800.00	1,700.00	2,500.00	2,500.00	M	54
55	Aspinwall	4,263	Recreation Board				4		1,800.00		700.00	700.00	2,500.00	M	55
56	Avalon	5,940	Borough Council	1				300.00	1,202.00			2,078.93	3,580.93	M	56
57	Beaver Falls	17,147	School Board				8							M	57
58	Bethlehem	57,892	Boys' Club	1			1						500.00	M	58
59	Butler	23,568	Women's Civic Club	4	4			85.00	219.00	1,296.00		1,296.00	1,800.00	M&P	59
60	Carlisle	12,596	Borough of Carlisle and School Board	6	6				868.15	1,044.00		1,044.00	1,912.15	M	60
61	Chambersburg	13,788	Borough Council	1	4				400.00	900.00	100.00	1,000.00	1,400.00	M	61
62	Connellsville	14,582	Department of Parks and Public Property	3	2					1,260.00	675.00	1,935.00	1,935.00	M	62
63	Conshohocken	10,815	Community Center	2	2					590.00	125.00	715.00	715.00	M&P	63
64	Crafton	7,004	School District	1	2				25.00	575.00		575.00	600.00	M	64
65	Donora	13,903	Public Schools	1					50.00	300.00		300.00	350.00	M	65
66	Easton	34,468	School District	3	2				100.00	700.00		700.00	800.00	M	66
67	Erie	115,967	School Board Dept. of Parks and Public Property Commissioners of Water Works	14 1 8	6				270.40 4,702.61	3,044.00 3,779.94	11,680.63	3,044.00 14,460.57	3,314.40 19,163.18	M M M	67 a b
68	Greensburg	16,508	Playground Association	6	8				192.20	891.00	111.73	702.73	894.93	M&P	68

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	...	8	...	...	8	609,190	1	.....	12	41,150	1	11	...	.....	...	.....	...	.....	1	12,762	...	.....	11	30,000	3	Sophie T. Fishback	1
2	...	6	...	...	6	170,037	1	77,088	2	16,670	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	2	H. G. Danford	2
3	...	6	...	...	6	28,800	...	.....	...	.....	...	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	J. P. Seitters	3
4	...	7	...	...	7	122,964	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	...	Philip Smith	4
5	...	...	...	...	...	.....	1	27,000	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	...	Warren W. Parks	5
6	...	1	...	...	1	8,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	3	.....	1	Annabelle Brown	6
7	...	...	...	...	...	.....	...	.....	...	.....	6	1	...	.....	...	.....	...	.....	...	.....	2	.....	3	.....	2	D. W. Jacot	7
8	...	2	...	...	2	115,496	...	.....	2	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	13	25,000	1	L. G. Millisor	8
9	...	6	...	...	6	57,468	2	2,500	4	6,000	...	6	...	.....	...	.....	...	.....	1	.....	...	.....	4	2,000	1	W. G. Llewellyn	9
10	...	2	...	...	2	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	...	Charles B. Williams	10
11	...	1	...	...	1	2,150	...	.....	1	1,350	1	1	1	250	...	.....	...	.....	...	.....	...	.....	3	100	...	J. K. Niemi	11
12	...	...	...	1	1	9,000	...	.....	1	5,000	1	1	1	.....	...	.....	...	.....	...	.....	1	.....	1	.....	1	R. M. Weible	12
13	...	8	...	...	8	50,000	...	.....	...	.....	1	2	...	.....	1	.....	...	.....	...	.....	...	.....	7	.....	1	R. S. Mote	13
14	...	6	...	...	6	477,000	...	.....	...	.....	7	1	...	.....	...	.....	...	.....	...	.....	...	.....	17	.....	1	E. V. Leach	14
15	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	Frank Mitchell	15
16	...	1	...	...	1	12,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	C. C. McBroom	16
17	...	2	...	...	2	55,500	1	160,000	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	J. M. Kelley	17
18	...	4	...	...	4	.....	...	.....	6	.....	2	4	...	.....	...	.....	...	.....	1	.....	...	.....	18	.....	...	Howard G. Moritz	18
19	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	...	Herbert H. Knapp	19
20	...	2	...	...	2	10,733	...	.....	1	2,650	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	Mrs. Carl L. Seith	20
21	...	8	...	...	8	68,000	...	.....	...	.....	2	10	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	George A. Abele	21
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	15,800	...	.....	...	.....	...	.....	...	O. O. Hayman	a
22	...	5	...	...	5	137,406	1	62,553	1	.....	2	2	...	.....	1	.....	...	.....	...	.....	3	.....	4	.....	...	Homer W. Fish	22
23	...	22	...	...	22	470,314	9	84,699	...	.....	1	24	...	.....	2	69,941	2	19,443	...	.....	8	269,206	34	39,152	...	Merritt W. Green	23
a	...	...	...	...	...	.....	1	24,625	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	Clarence L. Thomas	a
24	...	5	...	...	5	.....	...	.....	2	50,000	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	H. V. Hunt	24
25	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	2,250	1	Carl D. Fischer, Jr.	25
26	...	17	...	...	17	.....	...	.....	2	.....	...	7	...	.....	1	.....	...	.....	...	.....	4	.....	40	.....	...	Lionel Evans	26
a	...	...	...	1	1	230,606	...	.....	...	.....	...	1	...	.....	1	47,802	1	.....	...	.....	...	.....	8	24,685	...	A. E. Davies	a
b	...	8	...	...	8	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	1	John H. Chase	b
27	...	5	...	...	5	37,000	...	.....	...	.....	5	3	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	1	M. M. Shamp	27
28	...	3	8	...	11	.....	...	.....	...	.....	2	3	1	.....	1	.....	1	.....	1	.....	2	.....	2	.....	2	H. E. Morris	28
29	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	1	.....	1	.....	1	R. L. Boake	29
30	...	2	...	...	2	6,000	...	.....	...	.....	...	5	...	.....	...	.....	...	.....	1	1,000	1	10,000	10	.....	2	C. C. Custer	30
31	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	...	Dwight Randall	31
32	...	1	...	...	1	14,750	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	1	.....	1	Ira A. Hill	32
33	...	1	...	...	1	18,000	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	...	Tim T. Warren	33
34	...	...	...	...	...	.....	...	.....	1	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	500	...	J. E. Hickman	34
35	...	...	2	...	2	2,750	...	.....	2	25,000	2	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	H. E. Wrinkle	35
36	...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	5,000	2	750	1	H. T. Lawrence	36
37	...	42	...	7	49	2,030,416	...	.....	30	.....	2	14	1	.....	1	.....	1	.....	4	.....	6	.....	41	.....	14	G. W. Danielson and Herschell Emery	37
38	5	2	3	...	10	.....	...	.....	9	.....	1	4	...	.....	1	.....	2	.....	...	.....	1	.....	8	.....	2	P. J. Bellinghausen	38
39	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	...	Don S. Fleming	39
40	1	16	...	...	17	375,000	2	15,000	...	.....	...	5	...	.....	...	.....	1	35,000	...	.....	2	90,500	41	100,000	16	Roy U. Lane	40
41	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	...	S. D. Williams	41
42	...	1	...	...	1	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	1	C. E. Sox	42
43	...	1	...	...	1	16,500	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	1	8,640	...	.....	...	.....	1	R. E. McCormack	43
44	...	1	...	...	1	51,368	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	1	Frances E. Baker	44
45	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	C. R. Duer	45
46	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	...	E. H. Hedrick	46
47	...	...	...	...	...	.....	...	.....	5	.....	4	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	J. A. Davenport	47
48	...	2	...	...	2	13,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	1,000	...	.....	...	Mrs. A. C. McIntyre	48
49	...	23	...	...	23	550,870	5	169,505	...	.....	2	13	...	.....	1	17,083	2	139,018	...	.....	7	528,685	61	.....	15	Katherine E. Funk	49
50	...	2	...	...	2	.....	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	1	14,000	...	.....	1	C. A. Kells	50
51	...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	35,000	2	300	1	George W. Hubbs	51
52	...	...	...	...	...	.....	...	.....	...	.....	2	2	...	.....	...	.....	2	45,186	...	.....	2	159,224	12	38,030	2	William S. Haddock	52
53	...	18	...	...	18	369,114	...	.....	18	.....	1	5	1	35,000	...	.....	...	.....	1	12,960	3	90,000	7	24,500	...	Irene D. Welty and Ralph Wetherhold	53
54	...	15	...	...	15	29,125	...	.....	...	.....	...	6	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	R. H. Wolfe	54
55	...	1	...	...	1	.....	...	.....	...	.....	2	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	1	F. D. Keboch	55
56	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	13,000	...	.....	...	Joseph N. Arthur	56
57	...	2	...	...	2	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	...	James L. Wasson	57
58	...	...	...	...	...	.....	...	.....	6	63,000	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	E. F. Van Billiard	58
59	...	4	...	...	4	24,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	...	John E. Mixer	59
60	...	6	...	...	6	.....	...	.....	...	.....	2	5	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	George P. Searight	60
61	...	5	...	...	5	50,000	...	.....	...	.....	1	5	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	J. Norman Rines	61
62	...	5	...	...	5	156,202	...	.....	...	.....	3	8	2	.....	...	.....	1	.....	...	.....	2	24,552	13	.....	1	Chester Ash	62
63	...	2	...	...	2	10,750	1	9,375	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	1	Ian Forbes	63
64	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	...	M. B. Wenrich	64
65	...	1	...	...	1	.....	...	.....	...	.....	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	R. W. Dimmick	65
66	...	4	...	...	4	20,000	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	2	5,000	...	.....	...	W. A. Siemons	66
67	...	10	...	...	10	128,427	...	.....	9	53,465	4	3	2	.....	...	.....	...	.....	3	.....	...	.....	12	.....	...	Dr. D. G. Evans	67
a	...	1	...	...	1	.....	...	.....	...	.....	...	3	...	.....	1	.....	1	.....	...	.....	...	.....	14	.....	...	Edward J. Allen	a
b	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	80,000	...	.....	...	.....	...	.....	1	30,000	...	.....	...	J. S. Dunwoody	b
68	...	7	...	...	7	21,291	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	A. W. Leeking	68

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Penn.—Cont.													
1	Greenville	8,628	Playground Association				3	400.00	100.00		75.00	75.00	575.00	P	1
2	Hamburg	3,637	Borough of Hamburg	2	1			148.04	300.12	290.02	175.95	465.97	914.13	M&P	2
3	Harrisburg	80,339	Park Department	34	38				3,200.00	8,500.00		8,500.00	11,700.00	M	3
4	Hazletoo	36,765	Y. M. C. A				22						555.00	P	4
5	Johnstown	66,993	Municipal Recreatinn Commission	10	30	2			1,900.00	3,732.00		3,732.00	5,632.00	M	5
6	Lancaster	39,949	Recreation and Playground Association	23	22	2	38			6,500.00	1,970.00	8,470.00	8,470.00	M&P	6
7	Lebanon	25,561	Southeastern Playgrnund Association Progressive Playgrounds Association	1 2	1			200.00	34.25 126.17	196.20 310.92	22.31 72.00	218.51 382.92	472.76 509.09	M&P M	7 a
8	Lock Haven	9,668	Civic Club		6				329.70	430.00		430.00	759.70	M&P	8
9	Mauch Chunk and East Mauch Chunk	7,000	Y. M. C. A. and Civic Groups	1	2		5		50.00	150.00		150.00	200.00	P	9
10	Mechanicsburg	5,647	Board of Park Commissioners	1	1		10		1,449.54	556.00	377.10	933.10	2,382.64	M&P	10
11	Milton	8,552	School Board	1	1					150.00		150.00	150.00	M	11
12	Monongahela	8,673	Recreation Commission	2	1				15.00	300.00		300.00	315.00	M&P	12
13	Nanticoke	26,043	School Board	1	1							500.00	500.00	M	13
14	New Castle	48,674	Department of Parks										5,000.00	M	14
15	Oakmont	6,02[illegible]	Women's Club		1					100.00	13.00	113.00	113.00	P	15
16	Oil City	22,073	Playground Association	2	3				79.69	890.00		890.00	969.69	M	16
17	Palmerton	7,678	New Jersey Zinc Company of Pa.	4	4	2	66							P	17
18	Philadelphia	1,950,961	Bureau of Recreation, Department of Public Welfare Board of Public Education Cotomissioners of Fairmouot Park Playgrounds Association Smith Memorial Playgrounds Lillie G. Newton Foundation Children's Playhouse	144 53 10 9 3 7	113 191 3 14 3 4	88 3 20 2	 [35]50 3 10 	30,321.28 408.10 1,737.00 	27,923.48 2,673.61 2,762.10 10,283.73 176.26 4,003.02	128,255.02 34,285.17 12,316.89 36,378.15 3,110.48 4,482.25	127,644.02 4,824.50 1,837.50 9,290.89 217.50 4,731.00	255,899.04 39,109.67 14,154.39 45,667.04 3,327.98 9,213.25	314,143.80 42,191.38 18,653.49 55,950.77 5,504.24 13,216.27	M M M P P P P	18 a b c d e f
19	Phoenixville	12,029	Recreation Commission	7	6	1	14		291.05	2,650.00	198.63	2,848.63	3,139.68	M	19
20	Pittsburgh	669,817	Division of Recreation, Department of Public Works Bureau of Parks, Department of Public Works Playground and Vacatinn School Association of Allegheny, Inc. Department of Extension Education, Board of Education Department of Public Safety, Bureau of Police Soho Public Baths	128 47 26 2	86 144 8	36 6 1	 80 		23,049.24 1,361.40 6,100.00 27.60	100,329.64 19,754.47 	39,216.12 	139,745.76 126,736.00 30,500.73 1,438.00	182,795.00 [39]147,871.87 36,600.73 504.00 3,155.15 1,465.60	M M M M M M&P	20 a b c d e
21	Pottstnwn	19,430	School Board and Community Chest	1	3								300.00	P	21
22	Punxsutawney	9,266	Board of Education	4	1				311.16	232.44	248.06	480.50	991.66	P	22
23	Reading	111,171	Department of Public Playgrounds and Recreatinn	74	49	8	81		6,000.93	22,985.21	3,506.80	26,492.01	[41]32,492.94	M	23
24	Rochester	7,726	Public Schools	1	1				110.00	150.00		150.00	260.00	M	24
25	St. Marys	7,433	Boys' Club	3					55.72	1,207.82		1,207.82	1,263.54	P	25
26	Scranton	143,433	Bureau of Recreation, Department of Public Works	34	19	7		34,679.14	9,030.45	14,642.83	9,907.38	24,550.21	68,259.80	M&P	26
27	Sharon	25,908	Board of Trustees, Buhl Park											P	27
28	Somerset	4,395	Lions Club	1	1		50	523.00	250.00	325.00	150.00	475.00	1,250.00	P	28
29	Souderton	3,857	Playground Association	3	1				600.00	320.00		320.00	920.00	P	29
30	State College	4,430	Borough Council	1	2				75.00	175.00	50.00	225.00	300.00	M	30
31	Stroudsburg	5,961	Kiwanis Club	1	1		5		339.84	338.50	29.53	368.03	707.87	M&P	31
32	Sunbury	15,626	Trustees of Oppenheimer Pleasure Grounds Kiwanis Club	4	3 1		13 4			2,042.50		2,042.50 120.00	[42]2,042.50 120.00	P P	32 a
33	Thompsontown	602	Recreation Committee				2							P	33
34	West Chester	12,325	Civic Association Recreation Council	4			22		785.52	230.00	636.50	866.50	1,652.02	P	34
35	West Reading	4,908	Board of Recreation	2	2		6	203.00	5,707.00	1,163.00	1,185.00	2,348.00	8,258.00	M	35
36	Wilkes Barre and Wyoming Valley[43]	250,000	Playground and Recreation Association of Wyoming Valley	37	40	2			8,509.66	8,044.00	846.00	8,890.00	[44]17,399.66	M&P	36
37	Wilkinsburg	29,639	Playground and Park Association	3	10				428.00	2,053.25		2,053.25	2,481.25	M	37
38	Williamsport	45,729	Department of Parks and Public Property	4	19			300.00	1,400.00	1,900.00	30.00	1,930.00	3,630.00	M	38
39	Wyomissing	3,111	Playground Association	5	2				2,312.44	1,147.52	1,019.86	2,167.38	4,479.82	M	39
40	York	55,254	Recreation Commission Crispus Attucks Community Center[11]	25 1	29	1 1	320 10	200.00	2,020.36 1,625.22	6,394.94 1,509.60	150.00 565.37	6,544.94 2,074.97	8,765.30 3,700.19	M P	40 a
	Rhode Island														
41	Barrington	5,162	Maple Avenue Community House, Inc.		2		10		633.68	1,577.36	250.00	1,827.36	2,461.04	P	41
42	Central Falls	23,898	Board of Recreation	7	7			177.12	453.97	2,038.98		2,038.98	2,670.07	M	42
43	Cranston	42,911	Board of Recreation	7	2				1,498.00	972.00	630.00	1,602.00	3,100.00	M	43
44	East Providence	29,995	Board of Recreation	8	7					1,500.00	1,500.00	3,000.00	3,000.000	M	44
45	Newport	27,612	Board of Recreation Commissioners	5	8	2		3,641.24	2,652.56			5,668.20	11,962.00	M	45
46	Pawtucket	77,149	Department of Public Works	14	4									M	46
47	Providence	252,981	Board of Recreation and Department of Public Parks.	47	70	9			26,169.85	23,738.00	55,380.35	79,118.35	105,288.20	M	47
48	South Kingston[45]	9,000	The Neighborhood Guild	5	7	2	3		3,221.35	7,042.00	7,400.00	14,442.00	17,663.35	M&P	48
49	Woonsocket	49,376	Recreation Division, Department of Public Works	2	5									M	49
	South Carolina														
50	Charleston	62,265	Board of Parks and Playgrounds	7	10	12	10		2,026.70	8,207.07		8,207.07	10,233.77	M	50
51	Greenville	29,154	Phillis Wheatley Association[11]	1	2	3	8		360.00	2,664.00	573.00	3,239.00	3,799.00	P	51
52	Orangeburg	8,776	Playground Commission	1	6	1			672.05	1,887.34		1,887.34	2,559.39	M	52
53	Sumter	11,780	Trees and Park Department		1			1,000.00	300.00	650.00	350.00	1,000.00	2,300.00	M	53

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	...	1	...	...	1	23,000	...	...	1	1,700	1	1	1	...	...	...	...	...	1	...	1	...	5	...	...	J. B. Stoeber	1
2	...	1	...	...	1	...	...	...	1	...	1	1	1	...	...	...	...	...	...	...	1	...	2	...	1	W. L. Huntzinger	2
3	...	16	...	...	16	217,000	...	...	...	...	1	16	1	700,000	1	...	...	...	...	...	...	...	22	5,000	...	Russell Tuckey	3
4	...	3	...	...	3	29,574	...	...	1	4,127	...	3	...	...	...	...	...	...	1	...	...	...	...	...	...	Clinton D. Gross	4
5	...	24	...	...	24	240,000	1	5,000	...	...	5	5	1	...	...	...	...	...	...	...	1	...	12	...	...	George S. Fockler	5
6	...	13	...	...	13	275,000	1	13,000	3	12,700	2	1	...	...	2	...	...	...	...	...	...	...	36	...	4	Grant D. Brandon	6
7	...	...	...	1	1	23,455	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	Paul E. Kuhlman	7
a	...	1	...	...	1	30,000	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	1	...	...	E. F. Frank	a
8	...	4	...	...	4	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	4	...	...	Mrs. W. T. Betts	8
9	...	3	...	...	3	6,188	...	...	3	550	1	1	...	...	...	...	...	...	...	...	...	...	1	...	1	P. A. Sorge and V. McFadden	9
10	...	1	...	...	1	35,485	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	2	...	1	D. R. Jacobson	10
11	...	1	...	...	1	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	Leroy K. De Hart	11
12	...	3	...	...	3	16,000	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	8	1,500	2	Mrs. Carl E. Gibson	12
13	...	1	...	...	1	5,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	A. P. Diffendafer	13
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	30,000	...	...	...	...	9	...	...	L. G. Genkinger	14
15	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	Cora H. McLaughlin	15
16	...	4	...	...	4	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	4	2,500	...	O. E. Collins	16
17	...	2	...	...	2	51,000	1	105,000	2	12,500	1	2	...	...	...	...	...	...	...	...	1	...	2	...	...	Margaret Tennant	17
18	17	...	...	23	40	[6]6,969,200	20	...	...	...	34	31	1	...	...	...	...	...	...	...	39	3,104,447	22	1,500	13	Gertrude MacDougall	18
s	...	65	9	...	74	...	...	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Grover W. Mueller	a
b	...	...	...	...	...	...	...	...	...	...	...	7	1	...	1	...	2	...	...	...	3	...	75	...	...	Alan Corson	b
c	...	3	...	...	3	[10]40,148	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	C. H. English	c
d	3	...	1	...	4	...	3	[59]349,659	1	2,249	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. P. H. Valentine	d
e	1	...	...	...	1	...	...	...	1	[59]71,926	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
f	...	1	...	...	1	...	1	89,871	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	H. M. Shipe	f
19	...	4	...	...	4	27,782	...	...	7	5,151	1	2	...	...	...	...	...	...	...	...	...	...	3	300	...	Roy D. Holden	19
20	6	70	...	...	76	1,942,672	9	1,413,154	159	...	55	61	...	...	...	...	...	...	1	201,811	16	1,038,727	4	...	5	W. C. Batchelor	20
a	...	...	...	...	...	...	...	...	...	...	3	10	...	...	...	...	1	...	...	...	4	...	30	34,890	...	James Moore	a
b	13	33	...	...	46	...	...	...	44	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	Mrs. John Cowley	b
c	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	...	...	...	...	...	...	C. R. Hoechst	c
d	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13	508,099	...	...	...	James M. Trainor	d
e	...	1	...	...	1	11,313	...	...	...	...	...	...	...	...	...	...	...	...	1	14,656	...	...	...	...	1	Mrs. Chas. W. Houston	e
21	...	3	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. O. Cressman	21
22	...	1	...	...	1	[51]25,000	...	...	...	...	1	2	...	...	...	...	...	...	...	...	1	...	2	...	1	F. S. Jackson	22
23	...	28	...	...	28	580,280	1	26,550	14	132,000	2	1	...	...	...	...	...	...	...	...	1	39,169	18	69,120	2	Thomas W. Lantz	23
24	...	1	...	...	1	35,000	...	...	1	3,900	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	Denton M. Albright	24
25	...	2	...	...	2	22,410	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Henry J. Brock	25
26	...	15	...	...	15	...	3	...	...	...	2	21	...	...	...	...	...	...	1	...	3	...	4	...	2	Robert B. Dixon	26
27	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	...	...	...	...	...	...	...	8	...	...	George Rettig	27
28	...	1	...	...	1	50,864	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	A. J. Kerin	28
29	...	...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	...	...	...	1	...	2	...	...	Floyd G. Frederick	29
30	...	1	...	...	1	...	...	...	...	...	1	4	...	...	...	...	...	...	1	...	...	...	...	...	...	Evelyn L. Kirtland	30
31	...	1	...	...	1	22,467	...	...	...	...	1	2	1	...	...	...	...	...	...	...	...	...	2	...	1	A. F. Everitt	31
32	...	1	...	...	1	26,500	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1,750	1	H. Atwood Reynolds	32
a	...	1	...	...	1	5,200	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
33	...	...	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	M. J. Haldeman	33
34	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	40,015	...	...	...	Clinton E. Moffett	34
35	...	1	1	...	2	64,175	...	...	...	...	1	3	1	...	...	...	...	...	...	...	1	19,291	5	4,000	1	John H. Shaner	35
36	...	33	...	...	33	1,377,000	...	...	11	12,500	8	25	...	...	1	8,000	...	...	...	...	...	...	26	...	1	Ruth E. Swezey	36
37	...	5	...	...	5	25,000	...	...	...	...	5	2	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. F. E. Egli, Jr.	37
38	...	14	...	...	14	153,543	...	...	...	...	...	7	1	3,700	1	3,000	...	...	...	...	...	...	3	...	...	P. A. McGowan	38
39	...	2	...	...	2	45,984	...	...	...	...	2	1	...	...	...	...	...	...	...	...	1	10,000	7	4,000	...	Allen W. Rank	39
40	...	10	...	...	10	132,678	2	18,500	3	2,828	2	15	...	...	...	...	...	...	1	...	...	...	16	...	...	Sylvia Weckesser	40
s	...	...	...	...	...	...	1	26,400	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Chester N. Hayes	a
41	...	...	...	1	1	...	1	7,700	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Charles E. Blake	41
42	...	7	...	...	7	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	James E. Morgan	42
43	...	5	...	1	6	...	1	...	2	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	Gertrude W. Harrop	43
44	...	7	...	...	7	...	...	...	...	...	3	3	1	500	...	...	...	...	...	...	...	...	...	...	...	Otho F. Smith	44
45	...	7	...	...	7	38,571	2	14,916	1	915	...	8	3	...	...	...	...	...	...	...	...	...	10	...	...	Arthur Leland	45
46	2	9	...	...	11	132,790	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Lawrence W. Corrente	46
47	7	15	...	...	22	...	...	...	2	...	14	18	...	...	...	...	1	...	...	...	...	...	41	...	11	Joseph J. McCaffrey and Ernest K. Thomas	47
48	1	3	...	...	4	5,369	1	16,722	...	...	1	1	...	...	...	...	...	...	1	...	...	...	2	...	...	Emma H. Howe	48
49	...	7	...	...	7	165,000	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	4	...	3	Albert Dubois	49
50	8	2	...	...	10	801,610	1	...	...	...	...	9	...	...	...	...	...	...	...	...	...	...	9	...	3	Corrinne V. Jones	50
51	2	...	7	...	9	31,916	1	79,391	3	15,321	1	1	...	...	...	...	...	...	...	...	1	...	4	...	...	Mrs. Hattie Duckett	51
52	5	...	...	...	5	...	...	...	...	...	5	5	1	...	...	...	...	...	...	...	...	...	4	...	...	Mrs. Chas. S. Heneroy	52
53	...	1	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	936	1	Mrs. Julia Lester Dillon	53

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	No. of Women	No. Employed Full Time Year Round	Volunteer Workers	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	Source of Financial Support†	No. of City
	South Dakota														
1	Aberdeen	16,465	Park Board											M	1
2	Canton	2,270	Chamber of Commerce	1	1				293.03	250.00	300.00	550.00	750.00	P	2
3	Mitchell	10,942	Park Board	3			33		1,327.93	2,050.00	1,170.00	3,220.00	4,547.90	M	3
4	Parker	1,300	American Legion, Kiwanis Club and City of Parker	1					300.00			200.00	500.00	M&P	4
5	Pierre	3,659	City of Pierre	2						1,500.00	1,500.00	3,000.00	3,000.00	M	5
6	Watertown	10,214	Community Club		3				13.00	108.00		108.00	121.00	M	6
7	Yankton	6,072	Park Department	2										M	7
	Tennessee														
8	Chattanooga	119,798	Department of Public Utilities, Grounds and Buildings	1	33	1			9,503.92	3,717.50	18,910.19	22,627.69	32,131.61	M	8
9	Harriman	4,588	Schools, Scouts and Rotary Club				3							M&P	9
10	Knoxville	105,802	City Bureau of Recreation	1		1	7		2,115.00	2,750.00	303.84	3,053.84	5,168.84	M	10
11	Memphis	253,143	Recreation Department, Park Commission	25	30	40			11,239.76	40,334.63	7,075.21	47,409.84	58,649.60	M	11
12	Nashville	153,866	Board of Park Commissioners	22	23	14		32,925.00	18,714.60	14,695.31	9,621.44	24,318.75	75,956.35	M	12
13	Paris	8,164	Community Service Club	1	4	1	3						1,500.00	M	13
	Texas														
14	Austin	53,120	City Recreation Department	26	22	7	51	27,403.89	16,445.58	16,048.12	7,757.91	23,806.03	67,655.50	M	14
15	Beaumont	57,732	Barnwell Community Center[11]		3	1	16		3,237.04	1,800.00		1,800.00	5,037.04	P	15
16	Bryan	7,814	City Park Board				12	386.81	323.94		566.50	566.50	1,277.25	M	16
17	Dallas	260,475	Park Department	5	37	13			4,177.83	13,916.80		13,916.80	18,094.63	M	17
18	El Paso	102,421	Community Center	3	2	5	150	4,600.00	3,000.00	5,000.03	2,000.00	7,000.00	14,600.00	P	18
			Municipal Golf Course	1		1			7,759.69	1,458.00	6,442.00	7,900.00	15,659.69	M	a
19	Fort Worth	163,447	Public Recreation Board	9	25	9	855	9,351.54	11,213.95	18,112.53	12,777.57	34,055.10	54,620.59	M	19
20	Graham	4,981	Boys Work Committee	2	1	1	45						4,000.00	P	20
21	Houston	292,352	Recreation Department	14	28	11	608		9,548.03	16,814.49	2,709.00	19,523.49	29,071.52	M&P	21
			Public Parks Department											M	a
22	Laredo	32,618	Rotary Club				5		500.00				500.00	P	22
23	Longview	5,036	Park and Cemetery Department	1	1			2,500.00	500.00	800.00		800.00	3,800.00	M	23
24	Luling	5,970	City of Luling										3,500.00	M&P	24
25	New Braunfels	6,242	Park Commissioner						200.00		600.00	600.00	800.00	M	25
26	Panhandle	2,035	Parent Teacher Association				1							P	26
27	Plainview	8,834	Playground Association				3							M	27
28	Ranger	6,208	Lions Club											P	28
29	San Antonio	231,542	Recreation Department	2	1	1								M	29
30	Texarkana	27,366	Playground Association	3	12		8			200.00	458.00	658.00	658.00	P	30
31	Waco	52,848	Recreation Commission	5	9	8			2,734.65	6,000.00	525.00	6,525.00	9,259.65	M	31
32	Winnsboro	1,905	City of Winnsboro	1	1			5,000.00	500.00	500.00		500.00	6,000.00	M	32
	Utah														
33	Bingham Canyon	3,248	Kiwanis Club and Jordan School District	1						150.00	60.00	210.00	210.00	P	33
34	Brigham	5,093	Kindergarten Club		4		3		90.42	283.00		283.00	370.42	M&P	34
35	Ogden	40,272	City Recreation Commission	6	6				400.00	1,500.00	4,485.00	5,985.00	6,385.00	M	35
36	Provo	14,766	Recreation Department	1			18		3,000.00	263.00	249.00	539.00	3,539.00	M	36
37	Salt Lake City	140,267	Municipal Recreation Department	18	22		19	1,266.03	7,184.54	11,818.00	4,564.07	16,382.07	23,832.64	M	37
	Vermont														
38	Barre	11,307	Recreation Commission	2	1				100.00	500.00	103.00	603.00	703.00	M	38
39	Barton	1,362	Village Trustees										240.00	M	39
40	Middlebury	3,000	Community House		1		5		25.00	75.00		75.00	100.00	P	40
41	Montpelier	7,837	Swimming Pool Committee	1						500.00		500.00	500.00	M	41
42	Procter	2,515	Procter Post No. 6, American Legion	2			10	249.00	270.00	700.00		700.00	1,219.00	P	42
43	Putney	800	Community Center, Inc.	1		1								P	43
44	Randolph	1,937	Bethany Congregational Church	2	2								700.00	P	44
			American Red Cross	2	2				115.98	421.16		421.16	537.14	P	a
45	Rutland	17,315	Recreation Commission	3									1,841.57	M	45
	Virginia														
46	Alexandria	24,149	Playground Department		6				1,563.00	1,470.00		1,470.00	3,030.00	M	46
47	Charlottesville	15,245	City Department of Recreation		3	1	9	5,000.00	603.09	250.00		250.00	5,853.00	M&P	47
48	Clifton Forge	6,839	Board of Education and City of Clifton Forge	1									1,500.00	M	48
49	Lynchburg	40,661	Playground and Recreation Department	6	10	1	11		1,786.00	11,484.93	1,900.95	12,485.93	14,271.93	M	49
50	Newport News	34,417	Department of Public Works	5	1				1,193.00	359.03	1,858.81	2,217.83	3,410.83	M	50
51	Petersburg	28,564	City Council						693.03		1,200.00	1,200.00	1,893.03	M	51
52	Richmond	182,929	City Bureau of Recreation	10	50				6,200.00	18,000.00		18,000.00	24,200.00	M	52
			Community Recreation Association[12]		2	2	96							P	a
53	Roanoke	69,206	Department of Recreation	9	13	1	7		1,904.33	3,007.53	3,940.00	8,947.53	10,851.86	M	53
	Washington														
54	Aberdeen	21,723	Park Board		3	1				540.00		540.00	540.00	M	54
55	Bremerton	10,170	Park Department		1					300.00		300.00	300.00	M	55
56	Davenport	960	City of Davenport	1				28.50	35.30	100.00	151.38	251.38	315.18	M	56
57	Everett	30,567	Park Board											M	57
58	Hoquiam	12,766	Park Board		1			300.00	80.00	120.00	120.00	240.00	620.00	M	58
59	Olympia	11,733	Y. M. C. A.	1	1									P	59
60	Pasco	3,496	School Board	2	2					380.00		380.00	380.00	M	60
61	Prosser	1,659	Park Board	5	14			950.00	250.00				900.00	M&P	61
62	Pullman	3,322	Kiwanis Club	1	1					500.00	200.00	700.00	700.00	P	62
63	Seattle	365,583	Board of Park Commissioners	34	33	17	12	5,392.99	17,619.18			119,654.33	142,676.50	M	63
64	Spokane	118,514	Park Board	29	10	2				10,950.00	10,171.00	21,121.00	52,624.70	M	64
65	Tacoma	106,817	Recreation Department, Metropolitan Park District	19	10	2		6,000.00	6,450.00	6,100.00	4,950.00	11,050.00	23,500.00	M	65
66	Walla Walla	15,976	Park and Civics Arts Club		4				30.00	270.00		270.00	300.00	P	66
67	Yakima	22,101	Park Board	5	2									M	67

Washburn College Library

RECREATION STATISTICS FOR 1933

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1												1	1				1						8		2	S. H. Anderson	1
2											1	1	1								1					A. N. Bragstad	2
3		4			4				6		2	2	2		1								4		3	W. E. Webb	3
4			1	2	[663]						2	2									1		1	1,000		L. L. Long	4
5												1									1					J. E. Hipple	5
6		3			3																					Mrs. F. J. Scholtz	6
7																					1	10,000				C. G. Steinbach	7
8		32			32	114,823	1	10,400				12					1	23,259			1		17			B. M. Weaver	8
[9]		2			2						4	2	3										4			John R. Davis	9
10	12	16			28	348,452			3	14,000	1	9					1						10			Fred Parkhurst	10
11		4		20	24	1,368,791	4	213,887	34		3	9			2	205,262	1	45,993			3		35	140,177	16	Minnie M. Wagner	11
12	10	6		1	17	[2]2,405,357	12				8	15			2		1	29,128			12		33			E. M. Costello	12
13				1	1				16		1	2											1		4	Mary Will Dorteh	13
14				12	12	1,517,059	2	76,892	4	15,427	5	7									6	260,138	14	23,708	7	James A. Garrison	14
15	1				1	[6]46,964	1																1	300		Mrs. Ollie B. Richards	15
16	6				6	13,100			4	6,000	1	1													1	R. G. Williams	16
17		25	11		36	935,914	6	725,078	1	41,811	1	29	1	101,279			3	98,839			2	132,652	91	713,026	27	Ruth Garver	17
18	1				1	18,000	1	102,000			1	1							1				1			J. R. Taylor	18
a															1	30,000	1	40,000								W. E. Stockwell	a
19		15		6	21	821,000	2	150,000	5	35,000		22					2	56,998			4	58,068	36	200,000	3	R. D. Evans	19
20		1			1						1	3									1	13,500	2		1	H. Crump	20
21		26			26	646,913	4		17	128,810	1	13											16	44,228		Corinne Fonde	21
a												12					1						36		4	C. L. Brock	a
22				5	5	2,000																	1			Edward L. Roberson	22
23		1			1						1	1											2		1	R. N. Taylor	23
24							2				2	1			1								2			H. G. Stein	24
25																					2					L. A. Voigt	25
26		1			1																				1	Mrs. T. H. McKenzie	26
27		1			1				1		2	2											3			W. J. Klinger	27
28																					1					Wayne C. Hickey	28
29				26	26		13	88,080	6	7,538	4	9			1		2				8		36		4	Robert B. Johnson	29
30		6			6	32,250																				M. E. Melton	30
31	3	5		2	10	68,925						5									1	9,126	8	3,960		R. C. Oliver	31
32							1		1	5,000	1	1	1								1		1		1	C. M. Cain	32
33		1			1	13,596					1	8														B. J. Santistevan	33
34		1			1				1	1,760															1	Mrs. George L. Johnson	34
35		8			8	30,000	1	1,500	2	2,000	1	5					1				1		4		1	Edvenia Jeppson	35
36		12			12	5,000						6			1	500							6	1,000		E. Reed Collins	36
37	1	12			13		1		10	120,000	2	20			2						8	284,031	31	21,529	2	Charlotte Stewart	37
38		1			1						1	1	1								1		2			L. R. Hutchinson	38
39											1	1	1		1								2			Ernest P. Davenport	39
40		1			1				1		1	1											1			Dorothy Cornwall	40
41																					1					R. F. Bliss	41
42											1	3									1	10,800				Henry A. Collin	42
43							1																			E. R. Hallock	43
44		1			1																		1			F. Wilson Day	44
a		1			1	19,152			1	5,000											1	13,000	1		1	Bertha R. Salisbury	a
45																					1	21,929				Richard F. Hayden	45
46		6			6						4	4									1		4		1	Virginia W. Ryder	46
47		3			3				1	6,555	1	1											10		1	Mrs. R. L. Currier	47
48		1			1				1			1											5		1	H. Blankinship	48
49	14				14	754,958	3	51,373	3	4,500		6									3		9		1	Lloyd L. Howard	49
50		6		2	8	34,240					2	2											2		1	Dr. G. Colbert Tyler	50
51											1	6	1										5			R. C. Day	51
52				20	20	475,000					4	12									1	200,000	22		2	P. N. Binford	52
a																									*	Claire McCarthy	a
53		8			8	180,395			4	4,810		3											17	12,000	1	K. Mark Cowen	53
54	1	2			3																		1		1	Mrs. Irene Clumb	54
55		1			1							1									1		3		1	E. H. T. McGowan	55
56											1	1					1				1		1		1	Mabel B. Paige	56
57													1										2		1	A. M. Plaxton	57
58		1			1	6,000																			1	Walter J. Anderson	58
59		4			4						3	4											4			Ernest Amburn	59
60									2		1	3														C. L. Booth	60
61			3		3	19,500			1		1	1													1	W. C. Simmers	61
62		1			1						1	1									1	9,000			1	J. Fred Bohler	62
63				27	27		7	452,123			21	21	10		1		2						81		8	Ben Evans	63
64				4	4	[5]2452026	2	125,000	1	50,000	5	17					1				4		45		10	S. G. Witter	64
65		11			11	323,507			9	21,278		5	4	73,583									18	28,000	7	J. L. Bossemeyer	65
66		3			3	19,200						1									1		5		2	Mabel L. Groseclose	66
67																					2		6		2	Roy Schaetler	67

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Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	West Virginia													
1	Charleston	60,408	Recreation Board and Citizens Playground Committee[44]	10	13								2,780.47	M	1
2	Clarksburg	28,866	City of Clarksburg	28	26		1		971.20	4,264.54	1,140.97	5,405.51	6,376.71	M	2
3	Huntington	75,572	Playground Association				4				125.00	125.00	125.00	P	3
4	Martinsburg	14,857	Hooge Street Good Neighbors		1				50.00	60.00		60.00	110.00	M	4
			High Street Parent Teacher League		1					30.00	18.00	48.00	48.00	P	a
			Winchester Avenue Parent Teacher League		1					60.00		60.00	60.00	P	b
5	Morgantown	16,186	Recreation Council of Monongalia County	17	18	1	30		1,326.65	3,450.00	120.00	3,570.00	4,896.65	M	5
6	Moundsville	14,411	Playground Association	3			2	400.00	1,500.00	400.00		400.00	2,300.00	P	6
7	Parkersburg	29,623	Board of Recreation	16	11	2	9		1,589.38	6,004.86		6,004.86	7,594.24	M	7
8	Wheeling	61,659	Recreation Bureau	21	27	2	5	500.00	4,813.18	6,250.00	6,360.00	12,610.00	17,923.18	M	8
			Park Commission	2		1							17,313.00	M	a
			Oglebay Institute[45]	3	5		200		13,500.00	14,000.00	3,000.00	17,000.00	30,500.00	M&P	b
9	Williamson	9,410	Red Cross and Kiwanis Club	3	1					300.00		300.00	300.00	P	9
	Wisconsin														
10	Eagle River	1,500	Village of Eagle River											M	10
11	Eau Claire	26,287	School Board	1			2		50.00	300.00		300.00	350.00	P	11
12	Edgerton	2,966	School Board	5	2		12							M	12
13	Fond du Lac	26,449	Board of Education	9	5				1,111.00	1,650.00		1,650.00	2,761.00	M	13
14	Grafton	1,100	School Board and Village Board				7							M	14
15	Green Bay	38,915	Park Department	9	6			158.22	1,554.19	988.87		988.87	2,701.28	M	15
16	Janesville	21,628	City of Janesville	15	8		10	33,500.00	2,913.28	1,618.00	9,046.99	10,664.99	47,078.27	M	16
17	Kenosha	50,262	Department of Public Recreation, Board of Education	89	21	1	293		1,860.64	7,484.45	655.65	8,140.10	10,000.74	M	17
			Park Department					6,200.00	2,300.00				8,500.00	M	a
18	Kimberly	2,256	Village Playground Commission	1	1				115.11	360.00		360.00	475.11	M	18
19	La Crosse	39,614	Board of Education and Park Department	6	5					1,035.00	345.00	1,380.00	1,380.00	M	19
20	Ladysmith	3,493	Park Board				10	600.00	250.00		500.00	500.00	1,350.00	M	20
21	Madison	57,899	Department of Recreation, Board of Education	27	18	1			4,640.93	10,657.76	3,800.00	14,457.76	19,098.69	M	21
22	Manitowoc	22,963	School Board				4							M	22
23	Menasha	9,062	Park and Recreation Board	7	2			4,000.00	1,000.00	2,000.00	1,800.00	3,800.00	8,800.00	M	23
24	Menominee	5,595	Park Board										10,000.00	M	24
25	Milwaukee	578,249	Extension Department, Public Schools	574	343	15			22,775.00	244,881.00	82,812.00	327,693.00	350,468.00	M	25
			Board of Park Commissioners					70,000.00	58,030.91				128,030.91	M	a
			Playground Division, Department of Public Works					74,207.50					‡74,207.50	M	b
26	Milwaukee County[71]	725,263	Milwaukee County Park Commission					20,990.97	37,332.54	38,421.43	77,422.94	115,844.37	174,167.88	C	26
27	Neenah	9,151	Recreation Commission	7	2				300.00	1,000.00		1,000.00	1,300.00	M&P	27
28	Oshkosh	40,108	Board of Education	119	21	2		500.00	3,500.00	8,930.00		8,930.00	‡2,930.00	M	28
29	Racine	67,542	Park Board										22,600.00	M	a
			Department of Parks and Recreation	31	19	2		20,000.00	12,823.00	8,943.00		8,943.00	41,766.00	M	29
30	Sheboygan	39,251	Recreation Committee, Board of Education	36	9	2	45		1,800.00	3,502.30	540.00	4,042.30	5,842.30	M	30
			Park Department	7	2			395.92	434.38			3,740.84	4,571.14	M	a
31	Shorewood	13,479	Village Board						480.00		2,050.00	2,050.00	2,530.00	M	31
			Board of Vocational Education	9	7	1			5,613.90	19,745.30	5,490.23	25,235.53	30,849.43	M&S	a
32	Stevens Point	13,623	City of Stevens Point	1			20	250.00		200.00		200.00	450.00	P	32
33	Two Rivers	10,083	Recreation Commission	17		1			6,783.06	4,311.86	5,987.38	10,299.24	17,082.30	M	33
34	Watertown	10,613	Park Commission, City Council and Board of Education										2,226.00	M	34
35	Waukesha	17,176	Playground Committee	2	2				340.05	650.00	210.00	860.00	1,200.05	M	35
			Swimming Pool Association	3	2				3,042.28	877.24		877.24	3,919.32	P	a
36	Wausau	23,758	Recreation Committee, City Park Department and Y. M. C. A.	1				900.00	1,125.00	375.00	1,890.00	2,265.00	4,290.00	M	36
37	Wauwatosa	21,194	Board of Education	2	2				150.00	200.00	400.00	600.00	750.00	M	37
			Park Board					180.00	820.00				1,000.00	M	a
38	West Allis	34,671	Department of Recreation of Board of Education and Park Board	21	12			4,220.78	1,362.24	7,500.00	10,796.60	18,296.60	23,869.62	M	38
39	Whitefish Bay	6,700	Department of Public Works						1,000.00		5,000.00	5,000.00	6,000.00	M	39
			Village Board and School Board	2										M	a
40	Wisconsin Rapids	8,726	Park and Pool Commission and School Board	3	2								5,000.00	M	40
	Wyoming														
41	Riverton	1,608	Parent Teacher Association and School District No. 25	1					35.00	100.00		100.00	135.00	P	41
	Hawaii														
42	Hilo	18,000	Recreation Committee	4	2	1	4	100.00	662.50	1,887.50		1,887.50	2,650.00	C	42
43	Honolulu	202,887	Recreation Commission	14	20		197		2,133.00	13,024.00		15,024.00	17,157.00	M	43
44	Lanai City	2,000	Hawaiian Pineapple Co., Ltd.	1		1			500.00	2,000.00	500.00	2,500.00	3,000.00	P	44
45	Maui County	50,000	Alexander House Settlement	‡12	4	5							‡12,000.00	P	45
46	Molokai	4,500	Cooke Memorial	‡1		1							3,500.00	P	46
	CANADA														
	Alberta														
47	Calgary	83,000	Parks and Recreation Department	10				582.84	4,354.54	900.00	4,537.90	5,437.90	10,375.38	M	47
	British Columbia														
48	Vancouver	265,000	Board of Park Commissioners	10	10	2	15		3,100.00	5,232.00		5,232.00	8,332.00	M	48
	Manitoba														
49	Winnipeg	218,545	Public Parks Board	29									48,593.44	M	49

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1		12			12	93,500					1	1											3		1	H. L. Burns	1
2		13			13	136,472							1													William P. Coughlin	2
3		3			3																					C. D. Hampton	3
4		1			1																						
a		1			1																					Mrs. Eliz. Townsend	4
b		1			1																						
5		15			15	100,943			6	19,400		1													1	Jeanne H. Barnes	5
6		2			2	113,500															3	6,000	2			L. D. Wiant	6
7		6			6	68,269			7	29,161	1	4											16	4,598		D. D. Hicks	7
8		18			18	391,443			9	18,325		8											4		5	Warren Pugh	8
a															2	25,660					1		4			H. P. Corcoran	a
b		1			1	1,950			1	6,400																Betty Eckhardt	b
9		1			1	6,500			1	6,000		1											4	1,000		Tyson P. Kishbaugh	9
10											1	1	1													Walter Gander, Jr.	10
11	3				3	20,000																				Alvin T. Stolen	11
12									1		3	5														Roland A. Klaus	12
13		5			5	99,148					5	5									1		4		1	F. G. Kiesler	13
14		2			2	1,800			1	2,500	1	2											2			John L. Long	14
15		6			6	98,628					2	3	1										7		2	L. Earl Fogelsong	15
16		18			18	265,600					7	10	1	57,000	1	25,000			2				11	150,000		Kenneth F. Bick	16
17		8			8	210,967			8	100,896		3							1	2,052			9	2,006	1	G. M. Phelan	17
a												3	2	111,618	1	29,725										Floyd A. Carlson	a
18		1			1	22,500			1	13,500		1									1		1		1	A. G. Briggs	18
19		5			5																					G. M. Wiley	19
20												1	1										3	1,800		J. W. Carow	20
21				13	13	272,708			8		1	1	4		1								2			H. C. Thompson	21
22									2		3	2							2				10			Robert E. Lindwall	22
23		13	2		15	700,000	3					2	2										3		2	Vernon Gruper	23
24											1	1	1													J. C. Wilcox	24
25	19	34			53	6,244,916	4	1,344,443	17	1,016,483	8	9											30		4	Dorothy Enderis	25
a											2	10	3	340,000	1	57,500	1	14,300			1	103,000	84	320,000	3	Charles Hausermao	a
b												9											30		7	Elmer Krieger	b
26											6	7	4	563,063			5	259,288			1	52,708	11	7,767	1	George Hansen	26
27		4			4	130,000					2	1	1										14		2	Armin H. Gerhardt	27
28				38	38	235,128	1	134,583	5	63,535	2															Raymnnd C. Miller	28
a											2	4	2	200,000	1	35,000							8	15,000	2	A. G. Cone	a
29		8			8	270,946	3	41,700	4	50,578	1	5	2	167,500	2	39,087	1	15,429					13	56,360	2	B. A. Solbraa	29
30		4			4	68,576			3	52,129		4									1	19,760	10	525		Ferdinand A. Bahr	30
a											3	3	2										11		1	C. C. Buenger	a
31												1	1	9,000												William D. Stockwell	31
a		1		4	5	100,000			3	50,000																H. M. Genskow	a
32		4			4	3,000					1	2	1	10,000												P. M. Vincent	32
33		3	3		6	60,959	1	80,887	2	11,658		1	1										7			Arthur P. Eckley	33
34											1	1	1										4			Mrs. E. E. Fischer	34
35		3			3	108,708						1	2	25,000									8		2	Fred Hofherr	35
a									7	17,606											1					O. B. Lindholm	a
36		7		4	11	150,000						25									1	39,500	12			I. S. Horgen	36
37		3			3						1	1											6			William T. Darling	37
a											2	3									1	60,000	7			Hana A. Koenig	a
38	2	8			10	375,000			6	22,000	6	4							1	20,000			16	5,000	2	Paul F. Hagen and E. C. Pynn	38
39												1	3										2			R. H. Cahill	39
a												1	2	5,000									2	4,000		C. A. Wangerin	a
40				5	5	7,500			3	1,000	1	1									1		12	2,000	1	J. A. Torresani and P. A. Pratt	40
41	1		1		2																1					John O. Goodmao	41
42	3			14	17	8,165	1	0,750			4	4	2										4		1	Ernest A. Lilley	42
43	22				22		4	21,000																		Arthur K. Powlison	43
44	1				1		1	32,751			2	1	1	4,000	1	2,000							3	1,000		Frank Katterman	44
45	54				54		5	35,500			18	18							1				8			E. L. Damkroger	45
46	9				9		2	9,754			5	5											2			G. Richard Morse	46
47		10			10						16	18			1		1				3				3	William R. Reader	47
48		15			15	[10]368,426					3	27	12		1		1				4	13,798	110		14	Ian Eisenhardt	48
49				22	22	331,089					1	3					2	52,447	2	148,312	1	54,683	55	64,930	7	G. Champinn	49

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers	Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round		Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Ontario													
1	Hamilton	155,000	Recreation Commission	20	38	11	2	639.00	3,864.45	11,775.55	400.00	12,175.55	16,679.00	M	1
			Board of Park Management	2		1			5,000.00	2,036.00	28,092.00	30,128.00	35,128.00	M	a
2	Kapuskasing	3,500	Community Club	5	2	2							20,200.00	P	2
3	Kitchener	32,000	Recreation Association	16	16					2,200.00	600.00	2,800.00	2,800.00	M	3
4	Ottawa	135,300	Playgrounds Department	23	18	3			15,739.12	11,756.54	24,774.32	36,530.86	52,269.98	M	4
5	Toronto	626,674	Parks Department	126	141	15							204,451.00	M	5
			Board of Education	64	22				3,600.00	9,310.00		9,310.00	12,910.00	M	a
	Quebec														
6	Montreal	1,162,520	Recreation Department	126	16	56			24,044.67	60,120.00	96,941.70	157,061.70	181,106.37	M	6
			Parks and Playgrounds Association	44	14	4	23	2,500.00	9,116.72	14,020.12	50.00	14,070.12	25,686.84	P	a
7	Quebec	140,000	Playgrounds Committee	4	4				1,273.48	923.31	1,492.98	2,416.29	3,689.77	M&P	7
8	Verdun	60,745	Municipal Playgrounds Commission						3,500.00		11,500.00	11,500.00	15,000.00	M	8
9	Westmount	26,000	Parks Department	1	1		6		8,749.31	1,300.00		1,300.00	10,049.31	M	9
	Saskatchewan														
10	Regina	50,000	Civic Playgrounds Commission	9	5		19		300.00	1,670.00	125.00	1,795.00	2,095.00	M	10
11	Saskatoon	45,000	Playgrounds Association	19	6	1	30		3,292.60	2,280.00	3,997.00	6,277.00	9,569.60	M	11

KEY TO SYMBOLS

† Under Sources of Financial Support M—Municipal Funds; P—Private Funds; S—State Funds; and C—County Funds.

* The playground attendance figures include both participants and spectators.

** The attendance figures for buildings and indoor centers include participants only.

FOOTNOTES

1. Includes attendance at 14 athletic fields.
2. Includes participation at 9-hole golf course.
3. The Los Angeles County Department of Recreation Camps and Playgrounds maintained recreation facilities in the following municipalities in 1933: Redondo Beach, Manhattan Beach, Long Beach, Santa Monica, City Terrace, Eureka Villa, Dexter Canyon, Alondra Park, San Dimas, Michelinda, and Temple.
4. This figure includes attendance at community centers.
5. This amount does not include expenditures in connection with municipal swimming pool.
6. This figure includes attendance at recreation buildings.

6a. Of this amount $5,400.00 represents unclassified expenditures by the Board of Education.

7. The Santa Barbara County Board of Forestry operated bathing beaches at Carpenteria and Gaviota Beach.
8. Twenty-six of these playgrounds are on park property and maintained by the Park Department.
9. The Branford Community Council, Inc., operates playgrounds at Shore Beach and Stony Creek.
10. This figure represents participants only.
11. Maintained a program of community recreation activities for colored citizens.
12. Recreation facilities are provided by the Cook County Forest Preserve District in Des Plaines, Glencoe, Glenview, Glenwood, Lemont, Lyons, Morton Grove, Northbrook, Palatine, River Forest, River Grove, South Chicago Heights, Thornton, Western Springs, Wheeling, Wilmette, and several additional communities.
13. Half time of the Boys' Work Secretary of the Y. M. C. A. was donated for supervision of playgrounds.
14. Recreation facilities are maintained by the Winnebago County Forest Preserve District in Rockford, Rockton Township, Pecatornica, Shirland, Loves Park, and Cherry Valley.
15. This report includes facilities operated by Board of Public Works.
16. This amount does not include expenditures of Department of Parks for maintenance of 5 swimming pools, 1 18-hole golf course, 2 baseball diamonds, and 16 tennis courts included in this report.
17. Park Department maintains facilities used by Division of Recreation, Department of Welfare.
18. The Community Service program in this city is one of organized activities not centralized. A year-round director with the aid of trained volunteers recruited from community groups and agencies aims to develop the recreational resources of the city through a varied program including training classes for volunteer leaders.
19. This report represents facilities in Weston and Canton.
21. Red Cross furnishes swimming instructors.
22. One man and one woman of this number were supplied by the Playground Department of Newton.
23. In addition to this amount, city furnished light and water for swimming pool to estimated value of $1,700.
24. The activities of this building are under supervision.
25. The Flint Community Music Association promotes and operates a community-wide music program in cooperation with public schools, churches, industries, and homes.

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Summer and Other Seasons	Total	Total Yearly or Seasonal Attendance*	Recreation Buildings: Number	Total Yearly or Seasonal Attendance**	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance**	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pools Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pools Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Number of Wading Pools	Source of Information	No. of City
1	...	17	...	...	17	367,639	...	.....	5	18,791	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	5	J. J. Syme	1
a	...	...	...	...	...	.....	...	.....	...	.....	1	34	...	.....	...	.....	1	.....	1	.....	...	.....	22	.....	...	F. E. Marshall	a
2	...	1	...	...	1	10,000	2	70,900	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	3	1,200	...	Herbert J. Swetman	2
3	...	7	...	...	7	[10]103,885	...	.....	7	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	7,589	...	.....	2	H. Ballantyne	3
4	...	15	...	...	15	382,283	...	.....	...	.....	1	...	4	.....	...	.....	...	.....	2	149,965	...	.....	4	.....	...	E. F. Morgan	4
5	5	16	...	37	58	2,018,509	5	444,722	47	.....	2	20	6	.....	...	.....	...	.....	...	.....	...	.....	316	.....	...	C. E. Chambers	5
a	...	22	...	...	22	151,638	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	12	86,800	...	.....	...	.....	...	F. L. Bartlett	a
6	37	...	...	66	103	10,496,559	22	1,318,061	...	.....	...	17	...	.....	...	.....	1	.....	18	.....	5	.....	60	.....	...	Lucien Asselin	6
a	2	7	...	...	9	303,975	1	39,958	3	2,027,358	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	[75]1	William Bowie	a
7	...	4	...	...	4	11,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	J. B. O'Regan	7
8	...	...	...	...	...	.....	...	.....	...	.....	2	2	1	.....	...	.....	...	.....	...	.....	...	.....	24	.....	1	A. J. Burgess	8
9	6	...	...	...	6	.....	...	.....	...	.....	1	...	...	.....	2	.....	...	.....	...	.....	...	.....	18	.....	1	P. E. Jarmao	9
10	...	13	...	...	13	111,057	...	.....	...	.....	12	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	...	William H. Turner	10
11	...	5	...	...	5	37,926	...	.....	4	3,000	6	14	...	.....	...	.....	...	.....	...	.....	1	56,792	...	.....	2	L. A. Kreutzwieser	11

26. Includes participation at 9-hole golf course.

27. Five villages in Grosse Pointe Township are served by the Board of Education.

28. The Board of Education granted free use of buildings and grounds to social agencies and also provided a playground supervisor. Twelve social agencies provided instructors for 10 playgrounds for 8 weeks.

29. This amount represents only capital expenditures, other expenditures not available.

30. The aim of this Association is to develop the recreational resources of the city. Its program includes the promotion of special activities and the training of recreation leaders.

31. The Dramatic League promotes a community-wide dramatic program.

32. This city is under Passaic County Park Commission.

33. The Essex County Park Commission maintained recreation facilities in Newark, Bloomfield, East Orange, Irvington, Montclair, Nutley, Orange, Belleville, Caldwell, West Orange, Verona, Essex Fells, Millburn, and South Orange.

34. Summer population 175,000.

35. The Passaic County Park Commission maintained recreation facilities in Wayne Township, Paterson, West Paterson, Pompton Lakes, and Totowa.

36. This is a 27-hole golf course.

37. The Union County Park Commission maintains recreation facilities in New Providence, Scotch Plains, Westfield, Kenilworth, Roselle, Rahway, Linden, Union, Mountainside, Summit, Plainfield, Elizabeth, Cranford, Hillside, Roselle Park, and Garwood.

38. This figure includes all participation in swimming.

39. This is one of the communities in Westchester County which is also served by the County Recreation and Park Commissions.

40. Eastchester includes the incorporated villages of Bronxville and Tuckahoe.

41. The Erie County Park Commission maintains recreation facilities in East Hamburg, Aurora, Lancaster, and Tonawanda.

42. One of these is also listed as a full-time year-round worker with the Recreation Commission.

43. Participation covers summer season only.

44. The Monroe County Park Commission maintains 5 county parks.

45. Includes attendance at all facilities.

46. This amount does not include expenditures of other municipal departments which maintained and controlled many of the facilities used by the Recreation Department.

47. The Westchester County Recreation Commission aids the cities, small towns, and villages of the county in increasing recreation opportunities for their citizens. Among its activities are the organization of dramatic groups, recreation clubs, community choruses, county play days, and training classes for volunteer leaders.

48. The Westchester County Park Commission maintains recreation facilities in Yonkers, Ardsley, Tarrytown, Harmon, White Plains, Mount Vernon, New Rochelle, Rye, Cortlandt, and Yorktown.

49. Fifty of these men and 78 of these women were used on the stagger system.

50. This amount was spent for winter sports facilities and program.

51. Includes attendance at swimming pools.

52. The Cleveland Metropolitan Park Board operates recreation facilities in the following municipalities: Bay Village, Rocky River, Hinchley, Brecksville, Bedford, Euclid, North Olmsted, Strongsville, and Cleveland.

53. This amount represents expenditures in connection with golf courses and swimming pool only.

54. Includes $500.00 from Community Chest for colored recreation.

55. Hamilton County maintains facilities in Cincinnati, Evanston, Norwood, Glendale, Western Hills, Sharonville, Winton Common, Mill Creek, and Sheffield Farms.

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56. Includes $34,838.28 spent for golf which is unclassified.

57. The Allegheny County Bureau of Parks maintains recreation facilities in McCardles, Snowden, and Broughton.

58. Forty-two of these volunteers were sent to 22 institutions, who conducted recreational activities under leadership of reporting agency.

59. Includes playground attendance also.

60. Other expenditures of this department not included in this amount.

61. In addition to this amount services to the estimated value of $51,000.00 were supplied by the Park Department, Water Bureau, and School District.

62. This amount represents only expenditure for leadership.

63. This report covers playground and recreation service in the following communities: Wilkes Barre, Forty Fort, Wyoming, Georgetown, Lee Park, Newtown, Sugar Notch, Warrior Run, Swoyersville, Luzerne, Larksville, Edwardsville, Plymouth, and Pringle.

64. Other expenditures by Park Department for upkeep and maintenance of facilities not included in this amount.

65. The Neighborhood Guild serves Villages of Peace Dale, Wakefield, Kingston, West Kingston, Mantanuck. Also reaches children and adults from Town of Narragansett.

66. These playgrounds are open under part time supervision.

67. The Community Recreation Association serves as a clearing house for recreation in Richmond and is a promoting, demonstrating organization.

68. This Committee continued the playground program following dissolution of city Board of Education.

69. Oglebay Institute in cooperation with the Wheeling Park Commission and West Virginia University conducts an experimental program of recreation activities at Oglebay Park and serves a tri-state area with a population of 200,000.

70. This amount expended only for development of permanent facilities for School and Park Boards.

71. The Milwaukee County Park Commission maintains recreation facilities in South Milwaukee, West Allis, Wauwatosa, Shorewood, Greenfield, North Milwaukee, and Brown Deer.

72. In addition to this number of paid leaders many volunteers were used.

73. This amount does not include expenditures of other organizations whose facilities are used by the reporting agency.

74. Director of recreation is assisted by volunteers in supervision of facilities.

75. These are portable wading pools.

WASHINGTON, D. C.
April 27, 1934

Development and perfection of recreational resources and facilities will undoubtedly exercise a most beneficial influence towards the upbuilding of sturdy community, state and national life. It is a broad field with many ramifications but if properly explored will result not only in the providing of employment but in permanent social recreational health giving economic and cultural assets of ever increasing value. There is great need for vision and for careful and intelligent planning in this regard as well as maximum cooperation. I take advantage of this opportunity, therefore, to congratulate the members of your organization upon the very fine unselfish, public spirit, energy and ability with which they have attacked these fundamentally important problems. Your present conference is a further manifestation of these qualities and I feel sure that your sessions will result in marked additional progress. I regret that pressing duties prevent me from attending but the New England Recreation Conference can be assured of our cooperation to the fullest possible extent.

H. L. HOPKINS, Administrator,

Federal Emergency Relief Administration.

Copy of telegram sent by Harry L. Hopkins to the New England Recreation Conference, held under the auspices of the National Recreation Association, at Springfield, Massachusetts, April 26-28, 1934.

Emergency Work Program in Recreation for 1933

Many cities throughout the country have derived much benefit in their recreation programs not only through the use of relief labor, which has resulted in the improvement of existing play areas and in the construction of new facilities, but also through the leadership made available through relief funds. With local budgets cut to such an extent in many cities that funds for paid leadership were reduced to a minimum, the play program in some cities would have been seriously threatened had it not been for the services of these emergency workers. Experience has shown, however, that without the general supervision of an experienced worker the effectiveness of the services of the relief workers is never fully realized.

In connection with the following table giving statistical information regarding leadership and other services through relief funds, the fact should be kept in mind that the CWA program, through which much more leadership was available than under the previous plan, was not initiated until November, 1933, almost at the close of the period on which the Year Book report is based. The figures quoted accordingly do not give a true picture of the situation at the end of 1933.

Except in a few cases where the entire program was under the direction of an emergency staff it has been impossible to differentiate between facilities supervised by regular or emergency personnel. For that reason the following tables include facts regarding leadership and expenditure only.

LEADERSHIP

Recreation Workers Paid from Emergency Funds

Cities reporting employed recreation workers	179
Men workers employed	4,236
Women workers employed	3,047
Total workers employed	7,283
Cities reporting workers employed year round	34
Total workers employed year round	1,405

FINANCES

Three hundred ten cities reported the use of emergency funds for recreation purposes. Of this total 222 reported amounts spent while the remaining 88 reported expenditures but were unable to state the amount expended up to the time the report was made. Fifty-seven of this number reported emergency paid leaders, while practically all indicated expenditure for improvement of existing areas and facilities or construction of new ones.

The figures in parentheses in the following table represent the number of cities reporting in each case.

FINANCIAL STATISTICS

Land, Buildings, Permanent Equipment	$3,392,518.43	(66)
Upkeep, Supplies, and Incidentals	183,487.43	(33)
Salaries and Wages:		
For Leadership	892,692.26	(144)
For Labor and Other Services	1,481,821.37	(61)
Total Salaries and Wages	2,393,685.71	(174)
Total Expenditures	5,991,303.57	(222)

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No.	CITY AND STATE	Population	Managing Authority	Supplementary Emergency Leaders			Expenditures Last Fiscal Year						No.
				No. of Men	No. of Women	No. Employed Full Time Year Round	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For Labor and Other Services	Salaries and Wages: Total	Total	
	Alabama												
1	Birmingham	259,678	Park and Recreation Board	15	20	35	6,126.73		4,500.00	89,858.52	94,358.52	100,485.27	1
	Arizona												
2	Bisbee	8,023	School Board				55,000.00	5,000.00				60,000.00	2
3	Phoenix	48,118	Recreation Department, Park Department and Parent Teacher Association				27,667.00	5,000.00				32,667.00	3
4	Tucson	32,506	City Playground Board	8	8					4,200.00		4,200.00	4
	Arkansas												
5	Little Rock	81,679	Recreation Commission	30	38				5,000.00		5,000.00	5,000.00	5
	California												
6	*Baldwin Park	1,015	Rotary Club	7	3								6
7	*Barnes City	3,000	Centinella Woman's Club	2					756.00		756.00	756.00	7
8	Berkeley	82,109	Recreatinn Department and Board of Education	1	2		20,000.00					20,000.00	8
9	Fullerton	10,860	Summer Playground Commission	2					144.00		144.00	144.00	9
10	Long Beach	142,032	Recreation Commission and Board of Educatinn				28,688.00					28,688.00	10
11	Los Angeles	1,238,048	Department of Playground and Recreation	141	79	220			105,000.00	60,000.00	165,000.00	165,000.00	11
12	Los Angeles County[1]	2,208,048	Los Angeles County Department of Recreation Camps and Playgrounds	1300	957	819			188,839.60	10,892.40	199,732.00	199,732.00	12
13	Pasadena	76,086	City of Pasadena and Park Department				39,346.05			188,175.63	188,175.63	227,521.68	13
14	San Francisco	634,394	Recreation Commission		90			8,580.00	8,947.00	117,917.00	126,864.00	134,444.00	14
15	Santa Barbara	33,613	Recreation Commission	8		8	2,000.00	500.00	500.00		500.00	3,000.00	15
16	Santa Barbara County	65,167	Santa Barbara County Board of Forestry							1,548.50	1,548.50	1,548.50	16
17	Vallejo	14,476	School Board				20,000.00					20,000.00	17
18	*Wilmar	7,500	Board of Education	6	3				1,138.80		1,138.80	1,138.80	18
	Colorado												
19	Denver	287,861	Parks Department					10,000.00		25,000.00	25,000.00	35,000.00	19
	Connecticut												
20	Bridgeport	146,716	Board of Recreation	170	49				18,187.20		18,187.20	18,187.20	20
21	Greenwich	34,500	Recreation Board		1			556.34	172.89	84.63	257.52	813.86	21
22	Hartford	164,072	Recreation Division, Park Department	24	15				8,000.0		8,000.00	8,000.00	22
23	New Britain	68,128	Recreation Commission	14	1				600.00		600.00	600.00	23
24	New Haven	162,655	Department of Parks					492.22		8,202.01	8,202.01	8,694.23	24
25	New London	29,640	Department of Public Welfare							22,660.00	22,660.00	22,660.00	25
26	Shelton	10,113	Playground Commission	2					300.00		300.00	300.00	26
27	West Haven	25,808	Park Commission				13,000.00					13,000.00	27
	Delaware												
28	Selbyville	700	Committee on Education, Salem Methodist Episcopal Church									212.00	28
29	Wilmington	106,597	Board of Park Commissioners	7	2				1,500.00		1,500.00	1,500.00	39
	Florida												
30	Clearwater	7,607	Peace Memorial Church				500.00					500.00	30
31	Coral Gables	5,697	City Manager							400.00	400.00	400.00	31
32	Jacksonville	129,549	Playground and Recreation Board				28,004.10					28,004.10	32
33	Miami	110,637	Department of Recreation	6					1,200.00	400.00	1,600.00	1,600.00	33
34	Orlando	27,330	City Recreation Department and Athletic Association				4,000.00					4,000.00	34
35	Sanford	10,100	City of Sanford					2,300.00				2,300.00	35
36	Sarasota	8,398	Recreation Department	10									36
	Georgia												
37	Atlanta	270,366	Park Department				223,713.10					223,713.10	37
38	Columbus	43,131	Park and Recreation Department	2			16,000.00					16,000.00	38
39	Macon	53,829	Playground and Recreation Association				12,000.00					12,000.00	39
40	Savannah	85,024	Recreation Commission	3	1								40
	Illinois												
41	Alton	30,151	Playground and Recreation Commission				14,648.00					14,648.00	41
42	Calumet City	12,298	Memorial Park District	3	2								42
43	Chicago	2,376,438	South Park Commissioners	233	115				50,000.00	6,000.00	56,000.00	56,000.00	43
44	East St. Louis	74,347	Park District				75,000.00					75,000.00	44
45	Rockford	85,864	Booker Washington Center					2,500.00				2,500.00	45
46	Winnebago County	117,373	Winnebago County Forest Preserve District				12,490.00					12,490.00	46
	Indiana												
47	Bluffton	3,074	Park Board							800.00	800.00	800.00	47
48	Clinton	7,936	Park Department	1					605.00	235.03	840.03	840.03	48
49	Elkhart	32,949	Board of Education	25	9	9	500.00	2,500.00	6,750.00	27,000.00	33,750.00	36,750.00	49
50	Evansville	102,249	Municipal Recreation Department	4	10	14			900.00		900.00	900.00	50
51	Warsaw	3,730	City Park Board							17,000.00	17,000.00	17,000.00	51
	Iowa												
52	Cedar Rapids	56,097	Playground Commission	16	5		2,152.80		719.80		719.80	2,872.60	52
53	Dubuque	41,679	Municipal Playground and Recreation Commission		7			500.00	1,800.00	4,500.00	6,300.00	6,800.00	53
54	Estherville	4,940	City Council				660.00					660.00	54
55	Waterloo	46,191	Playground Commission	10	8				2,160.00	1,350.00	3,510.00	3,510.00	55

No.	CITY AND STATE	Population	Managing Authority	Supplementary Emergency Leaders			Expenditures Last Fiscal Year						No.
									Salaries and Wages			Total	
				No. of Men	No. of Women	No. Employed Full Time Year Round	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	For Labor and Other Services	Total		
	Kentucky												
1	Lexington	45,736	Colored Department of Playgrounds and Recreatinn							1,500.00	1,500.00	1,500.00	1
2	Louisville	307,745	Division of Recreation, Department of Welfare	15					352.00		352.00	352.00	2
	Louisiana												
3	*New Orleans	458,762	School Board and Public School Athletic League Audubon School Parent Teacher Association	10 1	5 1		3,000.00		900.00		900.00	3,900.00	3 a
4	Rayville	2,076	Folk School of Richland Parish		2								4
5	Shreveport	76,655	Department of Recreation, Park Board		45				6,912.00		6,912.00	6,912.00	5
	Maine												
6	Waterville	15,454	Park Commission	1	1				112.00	250.00	362.00	362.00	6
	Maryland												
7	*Cumberland	40,000	Board of Education	1				25.73	341.55		341.55	367.28	7
	Massachusetts												
8	Boston	781,188	Community Service, Inc	19	1			3,781.12	3,366.20	335.23	3,701.43	7,482.55	8
9	Framingham	22,210	Park Commission				47,062.95					47,062.95	9
10	Needham	10,845	Beach Committee, Board of Trade							400.00	400.00	400.00	10
11	Newton	65,276	Playground Department				126,370.00					126,370.00	11
12	Northampton	24,381	Frank Newhall Look Memorial Park							5,131.00	5,131.00	5,131.00	12
13	North Attleboro	10,197	Playground Association					35.00				35.00	13
14	Somerville	103,908	Recreation Commission	11	6								14
	Michigan												
15	Ann Arbor	26,944	Board of Education and Park Commission				21,500.00					21,500.00	15
16	Battle Creek	43,573	Civic Recreational Association				17,250.00					17,250.00	16
17	Dearborn	50,358	Recreation Commission							1,200.00	1,200.00	1,200.00	17
18	Detroit	1,568,662	Department of Recreation				30,000.00			256,000.00	256,000.00	286,000.00	18
19	Grand Rapids	168,592	Recreation Department				5,750.00					5,750.00	19
20	Harbor Beach	2,100	School Board				2,000.00					2,000.00	20
21	Highland Park	52,959	Recreation Commission	2	5				2,000.00		2,000.00	2,000.00	21
22	Holland	14,346	City Playgrounds Commission				268.00			435.00	435.00	703.00	22
23	Kalamazoo	54,786	Department of Recreation				6,304.00					6,304.00	23
24	Lansing	78,397	Park Department				17,600.00	750.00				18,350.00	24
25	Pontiac	64,928	Department of Recreation	7	7		12,000.00		840.00		840.00	12,840.00	25
26	River Rouge	17,314	City of River Rouge and School Board	14							1,848.00	1,848.00	26
	Minnesota												
27	Coleraine	1,243	School Board		3				500.00		500.00	500.00	27
28	Eveleth	7,484	City Recreation Department	4	3	7			400.00		400.00	400.00	28
29	Mountain Iron	1,349	Board of Education	1	1				72.00		72.00	72.00	29
30	St. Paul	271,606	Department of Parks, Playgrounds and Public Buildings	4	4				800.00		800.00	800.00	30
	Mississippi												
31	Vicksburg	22,943	Park Commission		7		10,000.00		700.00		700.00	10,700.00	31
	Missouri												
32	St. Louis	821,960	Recreation Section, Division of Parks and Recreation	106	81				41,246.93		41,246.93	41,246.93	32
	Montana												
33	Anaconda	12,494	City Playground Association				30,000.00					30,000.00	33
	Nebraska												
34	Lincoln	75,933	Recreation Board and Park Department	20	27				3,000.00		3,000.00	3,000.00	34
35	Omaha	214,006	Board of Recreation, Park Department	23	80								35
	New Jersey												
36	*Atlantic City	66,198	Leisure Time Department, Emergency Relief Administratioo	4	2	6			1,071.00		1,071.00	1,071.00	36
37	Belleville	26,974	Recreatioo Commissioo	6	1	7			504.00		504.00	504.00	37
38	Bloomfield	38,077	Recreation Commission	4	1				375.00		375.00	375.00	38
39	*Camden	118,700	Department of Leisure Time Activities E. R. A	16	9				2,406.00		2,406.00	2,406.00	39
40	*Elizabeth	114,589	Union County Emergency Relief Administration	7	2	9			2,500.00		2,500.00	2,500.00	40
41	Fair Lawn	5,990	Recreation Commission	1	1				140.00		140.00	140.00	41
42	Garfield	29,739	Community Recreation Committee	1	2				180.00		180.00	180.00	42
43	Irvington	56,733	Department of Public Recreation	5	4	4			3,750.00		3,750.00	3,750.00	43
44	Jersey City	316,715	Department of Parks and Public Property	2	4	6		10,000.00	10,000.00		10,000.00	20,000.00	44
45	Lodi	11,549	Bergen County Council of Churches and Bergen County Y. M. C. A	2	1	1			175.00		175.00	175.00	45
46	*Mercer County[2]	63,314	Leisure Time Department E. R. A	3	1	3			763.44		763.44	763.44	46
47	Millburn	10,000	Shade Tree Commissioo	2	2				200.00		200.00	200.00	47
48	Montclair	42,017	Board of Education	3					124.00		124.00	124.00	48
49	Moorestown	7,200	Township Recreatinn Commission		1	1							49
50	Morristown	15,197	City of Morristown	3	1								50
51	Newark	442,337	Department of Recreation, Board of Education	21	19	26			10,000.00		10,000.00	10,000.00	51
52	Passaic	62,959	Recreation Department	6	2				370.80		370.80	370.80	52
53	Passaic County	302,129	Passaic County Park Commission	2	1								53
54	Paterson	138,513	Board of Recreation	11	7		75,000.00		600.00		600.00	75,600.00	54

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No.	CITY AND STATE	Population	Managing Authority	Supplementary Emergency Leaders			Expenditures Last Fiscal Year					No.
				No. of Men	No. of Women	No. Employed Full Time Year Round	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For Labor and Other Services	Salaries and Wages: Total	Total	
	New Jersey—Cont.												
1	Perth Amboy	43,516	Municipal Recreation Department	2		2							1
2	Plainfield	34,422	Recreation Commission	4	3				2,058.00		2,058.00	2,058.00	2
3	*Prospect Park	6,000	Board of Recreation	1					162.00		162.00	162.00	3
4	South Orange	13,630	Board of Recreation Commissioners	1					170.00		170.00	170.00	4
5	Summit	14,556	Recreation Commission	5	1				2,250.00		2,250.00	2,250.00	5
6	Union County	305,209	The Union County Park Commission	2	2				720.00		720.00	720.00	6
	New York												
7	Albany	127,412	Board of Education	6					790.00		790.00	790.00	7
8	Amsterdam	34,817	Recreation Commission	12	1				1,712.00		1,712.00	[3]1,712.00	8
9	Auburn	36,652	Recreation Commission Booker T. Washington Community Center	5	2				375.00		375.00	375.00	9
10	Batavia	17,375	City Park Commissioners and Board of Education		2	2			470.00		470.00	470.00	a
11	Binghamton	76,622	Department of Parks and Recreation Emergency Educational and Recreational Program	7 9	2 6				1,550.00 1,060.00		1,550.00 1,060.00	1,550.00 1,060.00	10 11
12	Buffalo	573,076	Board of Education, Extension Department	17 54	7 46			1,000.00	2,077.60 12,870.00	216.00 11,685.00	2,293.60 24,555.00	2,293.60 25,555.00	a 12
13	Corning	15,777	Board of Public Works	8	7			34.75	861.80		861.80	896.55	13
14	*Cortland	15,043	Board of Education	8	10			25.00	1,000.00		1,000.00	1,025.00	14
15	*Dansville	4,928	Temporary Emergency Relief Administration	2					600.00		600.00	600.00	15
16	Dobbs Ferry	5,741	Park Commission	1					49.00		49.00	49.00	16
17	Dunkirk	17,802	School Board	7					1,356.00		1,356.00	1,356.00	17
18	Eastchester	20,340	Recreation Commission	7	4				2,608.29		2,608.29	2,608.29	18
19	Elmira	47,397	Board of Education	22	17	4	50.00	48.00	11,700.00		11,700.00	11,798.00	19
20	Frankfort	4,203	School Board	3	2			150.00	696.00		696.00	846.00	20
21	Glens Falls	18,531	Recreation Commission Outing Club, Inc.	1 3		1	6,708.80	1,825.32	1,210.00 1,318.00	1,642.80 3,452.60	2,852.80 4,770.60	9,561.60 6,595.92	21 a
22	*Hartsdale	1,600	School Board	1	1								22
23	Hastings-on-Hudson	7,097	Recreation Commission and Board of Education	3	1	2			1,000.00		1,000.00	1,000.00	23
24	Herkimer	10,446	Recreation Commission	2	4				650.00		650.00	650.00	24
25	Hornell	16,250	Department of Public Works				10,000.00					10,000.00	25
26	Hudson	12,337	Board of Education		2								26
27	Ilion	9,890	Village of Ilion Board of Education	3	1					327.20	327.20 4,244.08	327.20 4,244.08	27 a
28	Ithaca	20,708	Board of Education	4					1,724.70		1,724.70	1,724.70	28
29	Jamestown	45,155	Board of Education	9	5			63.00	2,135.00		2,135.00	2,198.00	29
30	*Lackawanna	23,948	Department of Public Works and State Education Department	17	6								30
31	*Little Falls	11,000	Recreation Commission and School Board	29	6				4,448.31		4,448.31	4,448.31	31
32	*Lockport	23,160	Recreation Committee, Board of Education	41	22				4,141.42		4,141.42	4,141.42	32
33	Lynbrook	11,993	School Board	2									33
34	*Mamaroneck Township	11,766	Larchmont Woman's Club	4	3				1,080.00		1,080.00	1,080.00	34
35	*Margaretville	800	Recreation Commission	1					120.00		120.00	120.00	35
36	Middletown	21,276	Recreation Commission	4	1				713.00		713.00	713.00	36
37	Montrose	5,100	School Board		3		50.00	25.00	500.00		500.00	575.00	37
38	Mount Kisco	5,127	Recreation Commission	5	2	3							38
39	Mount Vernon	61,499	Recreation Commission	32	9				10,622.60	3,000.00	13,622.60	13,622.60	39
40	Newburgh	31,275	Recreation Commission	33	12				5,018.00		5,018.00	5,018.00	40
41	New Rochelle	54,000	Recreation Committee, Board of Education	2									41
			Bureau of Recreation, Department of Parks, Bronx		30								42
			Recreation Bureau, Department of Parks, Manhattan	42	15	57							a
43	New York City	6,930,446	Department of Parks, Brooklyn	20	20		200,000.00		8,000.00		8,000.00	208,000.00	b
			Bureau of Recreation, Department of Parks, Queens	40	20		2,000.00		22,500.00	4,000.00	26,500.00	28,500.00	c
			Board of Education	150	100				28,125.00		28,125.00	28,125.00	d
			The Children's Aid Society	27	45	17							e
			Recreation Commission	46	27				12,704.62		12,704.62	12,704.62	43
43	Niagara Falls	75,460	Community Center Association	2	2	4			4,520.00		4,520.00	4,520.00	a
44	North Tarrytown	7,417	Recreation Commission	1	1				800.00		800.00	800.00	44
45	North Tonawanda	19,019	Board of Education	12	1				8,640.00		8,640.00	8,640.00	45
46	Norwich	9,378	Playground Committee, Park Commission	4	2				540.00		540.00	540.00	46
47	Oneida	10,558	Commission of Parks and Playgrounds	7	5				3,000.00		3,000.00	3,000.00	47
48	Oneonta	13,536	Board of Education	5	4				2,000.00		2,000.00	2,000.00	48
49	Ossining	15,241	Recreation Commission	5		5			4,000.00		4,000.00	4,000.00	49
50	Pelham	11,881	Board of Education	1	1								50
51	Port Chester	22,662	Recreation Commission	9	4	1			2,803.00	859.00	3,662.00	3,662.00	51
52	*Port Jervis	10,243	School Board	6	2		500.00	200.00	2,200.00		2,200.00	2,900.00	52
53	Rochester	328,132	Park Bureau, Division of Playgrounds	75	18				30,022.06	28,357.26	58,379.32	58,379.32	53
54	Rockville Center	13,718	Board of Education	2									54
55	*Salamanca	9,577	Commission of Education	5					893.90		893.90	*893.90	55
56	*Saugerties	4,000	Lions Club	1	1				344.07		344.07	344.07	56
57	Schenectady	95,692	Department of Public Works	17	8				2,795.00		2,795.00	2,795.00	47
58	Syracuse	209,326	Park Department Dunbar Community Center	88 9	65 8	54 4	529,083.91		35,110.80		35,110.80	564,194.71	58 a
59	Tarrytown	6,841	Recreation Commission	7	3	1			2,050.00		2,050.00	2,050.00	59
60	Troy	73,763	Department of Recreation	19	8				2,500.00	2,400.00	4,900.00	4,900.00	60
61	Utica	101,740	Recreation Department	32	22				4,978.00		4,978.00	4,978.00	61
62	*Valhalla	3,900	Emergency Work Relief Bureau	3	1				397.00		397.00	397.00	62

No.	CITY AND STATE	Population	Managing Authority	Supplementary Emergency Leaders			Expenditures Last Fiscal Year						No.
				No. of Men	No. of Women	No. Employed Full Time Year Round	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For Labor and Other Services	Salaries and Wages: Total	Total	
	New York—Cont.												
1	Watervliet	16,083	City of Watervliet	11	1	....	.....	.....	2,340.00	.....	2,340.00	2,340.00	1
2	Westchester County	520,947	Westchester County Recreation Commission	18	10	5	.....	.....	3,989.00	.....	3,989.00	3,989.00	2
3	Westfield	3,466	Playground Board	1	1	....	.....	.....	40.00	.....	40.00	40.00	3
4	White Plains	35,830	Board of Education	2	2	....	.....	.....	.....	.....	.....	.....	4
5	Yonkers	134,646	Community Service Commission	12	6	....	.....	.....	8,762.25	.....	8,762.25	8,762.25	5
	North Carolina												
6	Durham	52,037	Recreation Commission	25	21	31	.....	.....	4,925.00	275.00	5,200.00	5,200.00	6
7	High Poiot	36,745	Park and Playground Commissioo	7	7	....	14,500.00	.....	600.00	.....	600.00	15,100.00	7
8	*Smithfield	2,543	Woman's Club	....	1	....	.....	.....	200.00	.....	200.00	200.00	8
9	*Wilson	12,000	City of Wilson	1	4	....	.....	.....	.....	.....	.....	.....	9
10	Winston-Salem	75,274	Department of Physical Education and Recreation, School Board	13	11	....	.....	.....	1,550.00	.....	1,550.00	1,550.00	10
	North Dakota												
11	Bismarck	11,090	Board of Recreational Activities	....	....	....	.....	.....	.....	.....	.....	700.00	11
12	Minot	16,099	School Board	....	....	....	.....	.....	.....	50.00	50.00	50.00	12
	Ohio												
13	Akron	255,040	Park Department	....	....	....	37,000.00	.....	.....	8,000.00	8,000.00	45,000.00	13
			Board of Education	....	3	....	.....	.....	405.00	1,485.00	1,890.00	1,890.00	a
14	Canton	104,906	Recreation Board, City School District	....	....	....	.....	1,104.00	.....	11,575.00	11,575.00	12,679.00	14
15	Celina	4,664	School Board and Business Men's Clubs	....	....	....	350.00	.....	.....	.....	.....	350.00	15
16	Chillicothe	18,340	Board of Park Commissioners	....	....	....	.....	.....	.....	747.20	747.20	747.20	16
17	Cincinnati	451,160	Public Recreation Commission	69	21	....	937,166.68	.....	.....	99,825.19	99,825.19	1,036,991.87	17
18	Cleveland Heights	50,945	Division of Public Recreation, Board of Education	....	....	....	.....	.....	.....	979.20	979.20	979.20	18
19	Columbus	290,564	Division of Public Recreation	....	....	....	13,200.00	.....	.....	196,350.00	196,350.00	209,550.00	19
20	Dayton	200,982	Bureau of Recreation, Division of Parks, Department of Public Welfare	118	8	....	.....	.....	4,250.00	.....	4,250.00	4,250.00	20
21	Hamilton	52,176	City Park Departmeot	1	2	....	.....	.....	.....	.....	.....	.....	21
22	Hamilton County	589,356	Department of Public Welfare, Recreation Division	22	1	15	.....	.....	3,717.10	311.75	4,028.85	4,028.85	22
23	Lakewood	70,509	Department of Public Recreation, Board of Education	5	3	8	.....	.....	.....	.....	.....	.....	23
24	Lima	42,287	Department of Recreation	5	....	....	.....	.....	255.10	5,000.00	5,255.10	5,255.10	24
25	Niles	16,314	Recreation Service	....	....	....	30,000.00	.....	.....	.....	.....	30,000.00	25
26	Portsmouth	42,560	Park Commission	....	....	....	2,000.00	.....	.....	.....	.....	2,000.00	26
27	Salem	10,622	Memorial Building Association	2	2	....	.....	.....	.....	.....	.....	.....	27
28	Steubenville	35,422	Recreation Board	3	5	....	.....	.....	.....	27,000.00	27,000.00	27,000.00	28
29	Toledo	290,718	Division of Recreation, Department of Welfare	6	10	....	.....	.....	.....	.....	17,280.00	17,280.00	29
			Frederick Douglass Community Association	4	10	....	.....	.....	784.00	.....	784.00	784.00	a
30	Youngstown	170,002	Park Department	....	....	....	.....	.....	.....	56,900.00	56,900.00	56,900.00	30
	Oklahoma												
31	Oklahoma City	185,389	Park Recreation Department and School Board	53	41	....	.....	.....	5,453.78	.....	5,453.78	5,453.78	31
32	Ponca City	16,136	Park Department	....	....	....	15,117.12	.....	.....	.....	.....	15,117.12	32
	Pennsylvania												
33	Bethlehem	57,892	Boys' Club	1	....	....	.....	.....	110.00	.....	110.00	110.00	33
34	Coatesville	14,582	Department of Parks and Public Property	5	5	....	.....	.....	400.00	800.00	1,200.00	1,200.00	34
35	Greenville	8,628	Playground Association	1	1	....	.....	.....	50.00	.....	50.00	50.00	35
36	Lancaster	59,949	Recreation and Playground Association	3	1	....	.....	.....	.....	.....	.....	.....	36
37	Philadelphia	1,050,961	Board of Public Education	77	51	....	.....	.....	21,639.31	.....	21,639.31	21,639.31	37
			Lillie G. Newton Foundation	1	1	....	.....	.....	.....	.....	.....	.....	a
38	Pittsburgh	669,817	Division of Recreation	....	....	....	45,351.75	.....	.....	.....	.....	45,351.75	38
39	Reading	111,171	Department of Public Playgrounds and Recreation	16	7	....	.....	.....	3,000.00	.....	3,000.00	3,000.00	39
40	Wilkes-Barre and Wyoming Valley	250,000	Playground and Recreation Association of Wyoming Valley	10	20	....	.....	.....	4,950.00	.....	4,950.00	4,950.00	40
41	York	55,254	Recreation Commission	1	3	....	.....	.....	440.00	.....	440.00	440.00	41
	Rhode Island												
42	Central Falls	25,898	Board of Recreation	....	....	....	384.00	.....	.....	.....	.....	384.00	42
43	Providence	252,981	Board of Recreation and Department of Public Parks	....	....	....	250,000.00	.....	.....	.....	.....	250,000.00	43
	South Carolina												
44	Charleston	62,265	Board of Parks and Playgrounds	6	4	10	.....	.....	.....	.....	.....	.....	44
45	Greenville	29,154	Phillis Wheatley Association	1	1	....	.....	.....	288.00	.....	288.00	288.00	45
46	*Spartanburg	28,723	Recreation Department, Woman's Club, and City Council	....	12	....	.....	.....	1,028.38	.....	1,028.38	1,028.38	46
	Tennessee												
47	Knoxville	105,802	City Bureau of Recreation	47	35	4	.....	.....	21,364.50	.....	21,364.50	21,364.50	47
48	Nashville	153,866	Board of Park Commissioners	10	38	....	3,975.23	.....	1,913.00	12,146.00	14,059.00	18,034.23	48
	Texas												
49	Austin	53,120	City Recreation Department	31	24	....	.....	.....	3,592.30	.....	3,592.30	3,592.30	49
50	Bryan	7,814	City Park Board	....	....	....	.....	.....	.....	35.25	35.25	35.25	50
51	Dallas	260,475	Park Department	15	27	....	.....	.....	1,328.00	.....	1,328.00	1,328.00	51

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EMERGENCY WORK PROGRAM IN RECREATION FOR 1933

Footnotes follow the table

No.	CITY AND STATE	Population	Managing Authority	Supplementary Emergency Leaders			Expenditures Last Fiscal Year					No.
				No. of Men	No. of Women	No. Employed Full Time Year Round	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: For Labor and Other Services	Salaries and Wages: Total	Total	
	Texas—Cont.												
1	El Paso	102,421	Municipal Golf Course					6,895.14				6,895.14	1
2	Fort Worth	163,447	Public Recreation Board	15	49				9,216.00		9,216.00	9,216.00	2
3	Houston	292,352	Recreation Department Public Parks Department	110	100		1,500.00	800.00	16,797.32		16,797.32	16,797.32 2,300.00	3 a
4	Longview	5,036	Park and Cemetery Department					250.00				250.00	4
5	Plainview	8,834	Playground Association									1,500.00	5
6	Texarkana	27,366	Playground Association	2	10				350.00		350.00	350.00	6
7	*Wichita Falls	43,690	Park Department	15	15				2,700.00		2,700.00	2,700.00	7
	Utah												
8	Ogden	40,272	Recreation Commission				19,208.41	621.37				19,829.78	8
9	Salt Lake City	140,267	Municipal Recreation Department	6	4				2,400.00		2,400.00	2,400.00	9
	Virginia												
10	Charlottesville	15,245	City Department of Recreation						30.00		30.00	30.00	10
11	Richmond	182,929	Community Recreation Association	[5]58	[5]73								11
12	Roanoke	69,206	Department of Recreation				20,087.17					20,087.17	12
	Washington												
13	Prosser	1,659	Park Board				2,150.00			3,500.00	3,500.00	5,650.00	13
14	Tacoma	106,817	Metropolitan Park District				20,000.00					20,000.00	14
	West Virginia												
15	Charleston	60,408	Recreation Board	6	8				134.40		134.40	134.40	15
16	Huntington	75,572	Playground Association	3	3				540.00		540.00	540.00	16
17	Morgantown	16,186	Recreation Council of Monongalia County		17				646.75	2,500.00	3,146.75	3,146.75	17
18	Parkersburg	29,623	Board of Recreation							500.00	500.00	500.00	18
19	Wheeling	61,659	Recreation Bureau							7,000.00	7,000.00	7,000.00	19
	Wisconsin												
20	Kenosha	50,262	Department of Public Recreation, Board of Education Park Department		1		884.61 3,300.00	1,500.00	45.00	6,873.26	6,918.26	7,802.87 4,800.00	20 a
21	Menasha	9,062	Park and Recreation Board				60,000.00	18,000.00				78,000.00	21
22	Milwaukee	578,249	Extension Department, Public Schools Playground Division, Department of Public Works				122,257.00		595.69	7,527.16	8,122.85	8,122.85	22 a
23	Milwaukee County	725,263	Milwaukee County Park Commission					98,425.44		29,978.00 64,928.42	29,978.00 64,928.42	132,233.00 163,353.86	23
24	Oshkosh	40,108	Park Board				21,250.00					21,250.00	24
25	Sheboygan	39,251	Board of Education Park Department	4					700.00		700.00	700.00	25
26	Watertown	10,613	Park Commission, City Council, and Board of Education				28,000.00			2,757.13	2,757.13	2,757.13 28,000.00	a 26
	Wyoming												
27	Riverton	1,608	Parent Teacher Association and School District No. 25	1									27
	CANADA												
	Alberta												
28	Calgary	83,000	Parks and Recreation Department	8			6,843.00			27,363.00	27,363.00	34,206.00	28

FOOTNOTES

1. That part of the recreation program provided by the Los Angeles County Department of Recreation Camps and Playgrounds under leadership of workers paid from relief funds served 50 cities and communities within the county as follows: Alhambra, Monterey Park, San Gabriel, Temple, Belvedere, El Monte, Arcadia, Monrovia, Azusa, Pasadena, South Pasadena, Covina, Duarte, Pomona, LaVerne, Claremont, Whittier, Glendale, Montrose, Burbank, North Hollywood, San Fernando, Canoga Park, Van Nuys, Artesia, Downey, Norwalk, Huntington Park, South Gate, Walnut Park, Lynwood, Bell, Maywood, Bellflower, Compton, Willowbrook, Inglewood, Lennox, Lawndale, Hawthorne, Santa Monica, Venice, Gardena, Hermosa, Redondo, Culver, City, San Pedro, Wilmington, Long Beach, and City of Los Angeles.

2. The Leisure Time Department, Emergency Relief Administration of Mercer County serves the following communities: Highstown, Princeton, Pennington, Lawrenceville, Slackwood, Ewing Township, and Hamilton Township.

3. In addition to this amount an unestimated amount of relief funds was spent for improvement through the use of relief paid labor.

4. In addition to this fund there was an expenditure of $200.00 from tax funds for upkeep.

5. Of these leaders 47 men and 57 women were supplied to this department through the City Bureau of Recreation.

* Recreation Program Work Financed by the Emergency Fund.

National Recreation Association

Incorporated

FINANCIAL STATEMENT

January 1, 1933 thru December 31, 1933

General Fund Balance December 31, 1932		$ 16.156.17
INCOME		
Contributions	$181.745.63	
Contributions for Specific Work	3,937.56	
Interest and Dividends on Endowment Funds	8,265.76	
Bank Interest	55.79	
Recreation Sales, Subscriptions and Advertising	5,149.62	
Badge Sales	1,844.21	
Special Publication Sales	7,464.56	
Business Operations	672.37	
Interest and Dividends—Frances Ross Poley Memorial Fund	255.00	209,390.50
		225,546.67
EXPENDITURES		
Community Recreation Field Service	$132,032.99	
Field Service to Colored Communities	5,565.29	
National Physical Education Service	11,158.45	
Correspondence and Consultation Bureau	27,661.84	
Publications and Bulletin Service	11,663.42	
Recreation	12,126.06	
Play in Institutions	4,640.92	
		204,848.97
*General Fund Balance December 31, 1933		20.697.70
Commitments December 31, 1933	$29,400.00	
KATHERINE F. BARKER MEMORIAL FIELD SECRETARY ON ATHLETICS AND RECREATION FOR WOMEN AND GIRLS		
Balance December 31, 1932	$ 4,464.59	
Receipts to December 31, 1933	6,500.00	
	10,964.59	
Expenditures to December 31, 1933	5,483.55	5,481.04
MASSACHUSETTS PROJECT FOR CONSERVING STANDARDS OF CITIZENSHIP		
Balance December 31, 1932	$ 404.81	
Receipts to December 31, 1933	1,900.00	
	2,304.81	
Expenditures to December 31, 1933	1,746.01	558.80

* Of this balance of $20,697.70, $16,156.17 is the balance that was carried over December 31, 1932 from the $20,000.00 borrowed from the Emergency Reserve Fund in June 1932.

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Special Fund (Action of 1910)		$ 25,000.00
Lucy Tudor Hillyer Fund		5,000.00
Emil C. Bondy Fund		1,000.00
George L. Sands Fund	$12,546.37	
Loss Through Liquidation	326.39	
		12,219.98
"In Memory of J. I. Lamprecht"		3,000.00
"In Memory of Barney May"		500.00
"In Memory of Waldo E. Forbes"		1,403.02
Frances Ross Poley Memorial Fund (x)		6,000.00
Ellen Mills Borne Fund		3,000.00
Other Gifts		175.00
C. H. T. Endowment Fund		500.00
Frances Mooney Fund		1,000.00
Sarah Newlin Fund		500.00
"In Memory of William Simes"		2,000.00
"In Memory of J. R. Jr."		250.00
Frances R. Morse Fund		2,000.00
Emergency Reserve Fund	$154,975.00	
Transferred to General Fund	20,000.00	
		134,975.00
Loss and Gain on Sales of Securities		2,573.50
Ella Van Peyma Fund		500.00
Nettie G. Naumburg Fund		2,000.00
"In Memory of William J. Matheson"		5,000.00
Alice B. P. Hannahs Fund		1,400.00
"In Memory of Daniel Guggenheim"		1,000.00
"In Memory of Alfred W. Heinsheimer"		5,000.00
Nellie L. Coleman Fund		100.00
Elizabeth B. Kelsey Fund		500.00
Received in 1933		
Sarah Fuller Smith Fund		3,000.00
Annie L. Sears Fund		2,000.00
John Markle Fund		50,000.00
		$271,596.50

(x) Restricted.

I have audited the accounts of the National Recreation Association for the fiscal year ending December 31, 1933 and certify that in my opinion the above statement is a true and correct statement of the financial transactions of the General, Special Study, and Endowment Funds for the period.

(*Signed*) J. F. CALVERT.

National Recreation Association

Incorporated

formerly named Playground and Recreation Association of America

315 Fourth Avenue, New York City

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WORLD AT PLAY

Long Beach's Sketch Club

THE Recreation Commission of Long Beach, California, sponsors a Sketch Club with a membership of sixty-five and an average attendance at meetings of about thirty. Any person interested in art may join and there are no membership dues. Meetings are occasionally held at the homes of members. For other meetings the members travel to selected scenic spots where the natural beauty suggests interesting subjects for sketching. Prominent artists are sometimes invited to the club meetings to point out some of the possibilities of sketching. Club excursions are planned to art galleries and exhibits of interest.

Another art activity of the Commission was the holding of exhibits at the Recreation Park Club House where they were viewed by residents and members of the art classes of the schools. The paintings—234 in number were the work of artists of Long Beach and other California cities. One event of the year was a reception in honor of women artists of the city.

A Golf Course For Denver

IN February announcement was made that the bulk of the estate of Willis W. Case, Jr., estimated to be about $250,000, will be used to provide a municipal golf course for Denver, Colorado, to be named for Mr. Case and maintained by the city as a memorial to the Case family.

Old Time Dances in City-Wide Festival

RECALLING the days of bustles, cherry trimmed hats, gaiters and walrus mustaches, old time dances were revived by adult dance groups on Los Angeles, California, playgrounds at the annual old-fashioned dance festival held October 21st in the gymnasium of the University of Southern California. Couples and dance groups garbed in costumes of the period swayed to the tune of "Turkey in the Straw" and other old numbers drawn from violins by old time fiddlers. Six hundred people whose ages ranged from 18 to 80 years participated enthusiastically.

Recreation Projects For New York City

SIXTY new playgrounds which would double the total area of park land available for play in New York City are being planned by the Department of Parks. All the properties are large enough to include recreational facilities. Wading pools will be constructed in about half of them. Playground apparatus will be installed by relief labor, and trees are to be planted in each of the new areas. Some of the playgrounds will be restricted to the use of mothers and small children. In all these new lands add more than 850 acres to the New York park system. Eight of the new areas were purchased with the War Memorial Fund and will be known as World War Memorial Playgrounds. Fifty-two consist of unused properties in the custody of the commissioners of the city's Sinking Fund or in the process of transfer from other city departments through the city fund to the Department of Parks. Seven of the projects in Manhattan are sites of abandoned schools which will be demolished. The Chrystie-Forsythe Playground, consisting of seven city blocks, is about 20 per cent completed.

High School Athletics

A STUDY of high school athletics conducted by the Office of Education, Washington, D. C., according to the *United States News* of February 26th, shows that in intramural events in which teams from the same schools play each other, much benefit is carried over to later life. In the case of intramural sports, contests between teams representing different schools, activity is confined to only a few sports most of which have no

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Journal of Health and Physical Education, March 1934

A Review of Recent Strength-Testing Literature, by Frederick Rand Rogers

The School Circus—Its Place in Physical Education, by C. O. Jackson

Lee Ball

Paddle Badminton

Child Welfare, April 1934

Making the Best of Rainy Days, by M. Louise C. Hastings

Parks and Recreation, February 1934

Greenfield Park—A Unit of Milwaukee County Park System Designed to Satisfy Modern Needs, by Alfred L. Boerner

Charles River Basin—One of Boston's Great Parks, by Arthur A. Shurcliff

Park and Forest Conservation

Outdoor Recreation in Budapest, by Mrs. Elizabeth Pongracz Jacobi

The Record (Girls' Friendly Society), March 1934

Poetry As a Hobby, by Molly Anderson Haley

Gymkhana—An Indoor Track Meet

The Sportswoman, March 1934

Russia Learns to Play

PAMPHLETS

Annual Report of the Bureau of Recreation of Philadelphia, Pa., 1933

Annual Report of the Recreation Department of Salt Lake City, Utah, 1933

Report of the Department of Parks and Public Property of Salt Lake City, Utah, 1925-1933

Annual Report of the Milwaukee, Wis., Municipal Athletic Association, 1933

Annual Report of the Park Department of Salem, Mass., for the year ending December 31, 1933

York, Pa.—Annual Report of Recreation Department, 1933

Camps and Camping: A Selected Bibliography

Bulletin Number 123 of the Russell Sage Foundation, New York City. $.10.

Informal Report — Madison Square Boys' Club, New York City, 1933

A New Day for the Movies and for the Children

Motion Picture Research Council, 366 Madison Avenue, New York City

New « PIPERS' MUSIC » New

PIPERS GUILD HANDBOOK, by Margaret James..$1.00

RHYTHMIC WORK FOR PIPES, by Marion Anderson .....Large Size... 1.00
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Book I and II, Large Size with Piano Acc....each 1.00
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carry-over value for later life. Interschool sports are limited primarily to five events—basketball, football, track and field, baseball and tennis. On the other hand, there are sixty-five sports named by schools having intramural programs.

Instruction in Sports Free—The Oakland, California, Recreation Department early in the winter of 1934 was enabled to offer free instruction in golf, tennis, canoeing and rhythmics through the government's emergency educational program and the cooperation of the Oakland Board of Education. Groups were limited to twelve individuals per class, and opportunity was offered for beginners as well as for those wishing to improve their skill in these activities. Two hundred people took advantage of the opportunity. Approximately 50 per cent of those attending the classes were married women. At the conclusion of the golf lessons a lecture was given with slow motion pictures demonstrating form and technique, and there was a discussion of rules and golf etiquette. Many people unfamiliar with the activities of the Recreation Department attended the classes and learned of the work of the department.

New Recreation Building — Rapid progress is being made on the construction of the recreation building at the new county park in Altadena, California, and it is hoped that this C. W.A. project will be dedicated in July. The building is 105 feet in length and 65 feet in width, of steel and concrete construction with cobblestone first story and brown shake ex-

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terior finish on the upper story. The auditorium, 45 feet by 65 feet, has a seating capacity of 400 people. At the west end of the auditorium will be a card room and kitchen. The hall will be equipped with a full size stage for little theater work. On the lower floor there will be an assembly room, the same size as the upper story auditorium, a kitchen, caretaker's apartment, and storage rooms. The assembly room will open on a terrace which will adjoin an open air theater, now being built into the park by the County Forestry Department. The dressing rooms of the recreation building will be available for performances given out-of-doors and will make a single unit of the building and the open air theater. The park, which covers eight acres, is being landscaped with lawns and trees and provided with picnic tables and fireplaces, pergolas, tennis courts, children's playgrounds, a baseball diamond, and other facilities.

Statistics From Pontiac — The Recreation Department of Pontiac, Michigan, after delving into statistics, has found that nearly 7,000 residents crammed into each six day week the equivalent of more than two years and three months of play on an hour individual basis. Seventy-seven different activities are being conducted in 28 centers. The F.E.R.A. is providing 17 teachers, and the Recreation Department is employing 22 part time workers. Every school building in the city is being used at least once a week.

A Community Playground for Athens, Georgia — The first task undertaken by the Citizens' Council organized last fall in Athens, Georgia, an attractive town of 18,000 people and the home of the State University, was to arouse interest in a community center project. This embodied plans for a community playground, swimming pool and an auditorium

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Don't let this kid walk away with his head down and his feet dragging—left out! • We know you're cramped for space . . . we know your budget may be cut . . . but you *can't* let this fellow down—or what's a playground for? • If 16 can play where 4 played before, does that help you on space? • If the whole game—rackets, balls, net, tapes—costs less than one good tennis racket, does that help your budget? • More can play—at smaller cost—that's why 227 cities chose —

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AS A MAJOR PLAYGROUND ACTIVITY

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Court:	*½ as long—½ as wide as official tennis court*
Ball:	*sponge rubber*
Racket:	*laminated wood paddle*

Write for illustrated descriptive folder on rules, court layout and prices of official equipment.

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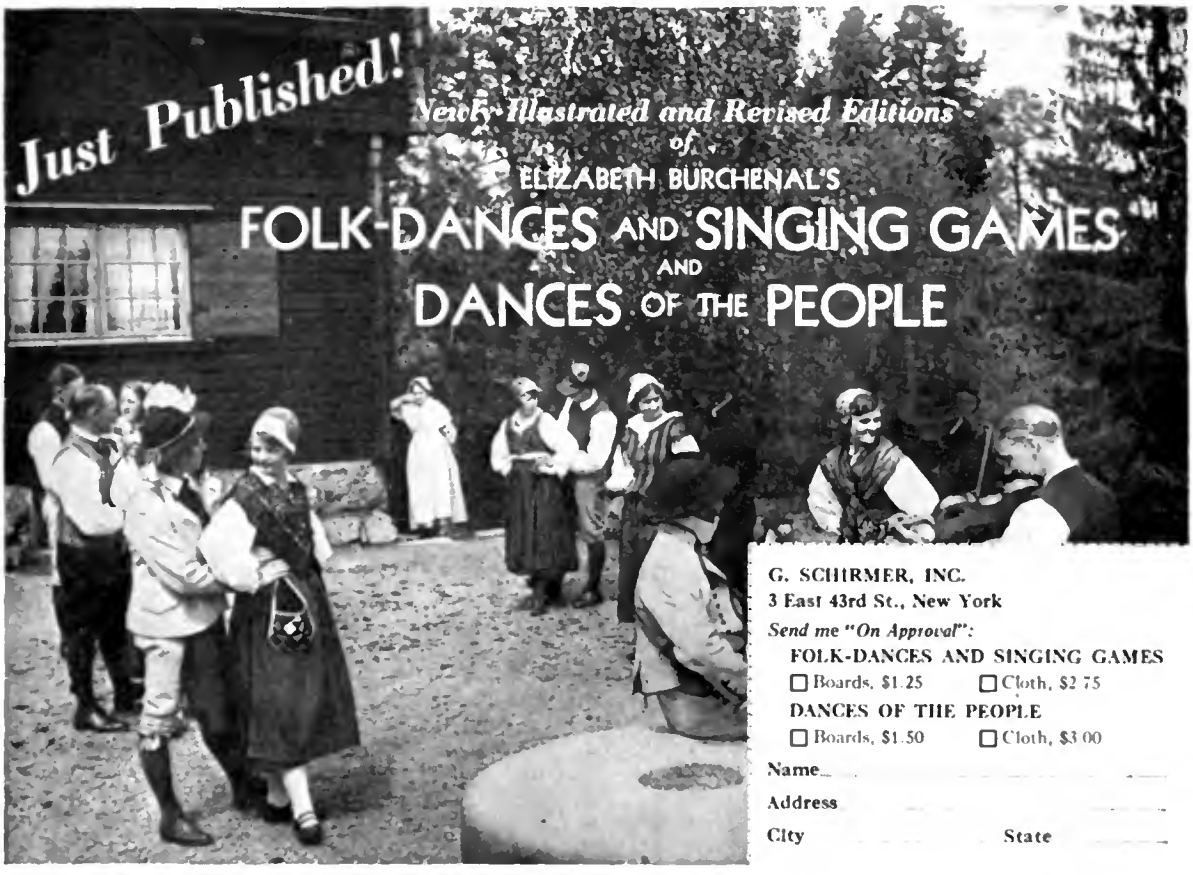


requiring an original investment of approximately $60,000. Unanimous support of the program was voted by the Citizens' Union. The American Legion has purchased an eight acre tract for the swimming pool and all of the other civic organizations in the town have promised their cooperation in developing the center.

The 1934 Seminar in Mexico—The ninth annual Seminar in Mexico, to be held under the auspices of the Committee on Cultural Relations with Latin America, will be conducted in Cuernavaca and Mexico City from July 10 to 30, 1934. The Seminar will be built about round table discussions in such fields as arts and crafts, economic and social problems, archeology, music and the dance, inter-American relations, literature, history, the Mexican folk, and Indian education. Further information may be secured from Hubert C. Herring, 112 East 19th Street, New York City.

Eighth Session of the Allegany School of Natural History—On July 5th the eight season of the Allegany School of Natural History will open in Allegany State Park, New York, continuing until August 24th. The central principle of instruction at the school is to guide the student in personal observations in the field, in studies in the laboratory, and in reading with a view of enabling him or her to develop powers of observation, thought and judgment. The school will be conducted by the Buffalo Society of Natural Sciences in cooperation with the New York State Museum and affiliated with the University of Buffalo. Registration should be made with Harold T. Clement, Curator of Education, the Buffalo Museum of Science, or with Dr. Robert E. Coker, Chapel Hall, North Carolina.

Iowa Conference on Child Development and Parent Education—On June 19th, 20th and 21st, the eighth Iowa Conference on Child Development and Parent Education will be held in Iowa City, Iowa. There will be lectures, round table discussions, and a symposium. The conference is open to all individuals interested in child study, and no admission fee will be charged for any of the conference sessions.

Summer Courses At Mills College — Mills College, California, announces that in its summer sessions for men and women—June 18th to July 28th—courses will be offered in art, creative writing, music and modern dance. There will be courses in sports, including instruction in recreational techniques and in camp leadership. Further information may be secured from the Secretary of the Summer Sessions, Mrs. E. C. Lindsay, Mills College, California.

A Federation of Athletic Clubs and Associations—The Department of Public Playgrounds and Recreation of Reading, Pennsylvania, has organized a Federation of Athletic Clubs and Associations of Greater Reading. The Federation, which will serve as an exchange for ideas, will foster and promote amateur athletics, will encourage clubs to participate in a variety of activities such as checker matches, hare and hound races, and will work to promote better sportsmanship on the part of players and spectators. No membership dues will be charged.

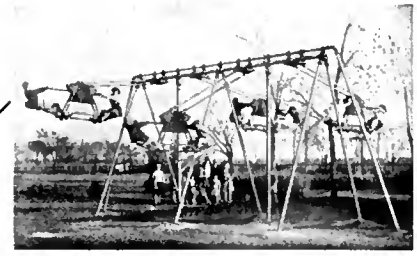
Austin's Hiking Club—The Hiking Club of Austin, Texas, is not a highly organized group and there is no membership fee, but every Sunday from twenty-five to sixty hikers trek to a selected destination, build a fire, make coffee, eat the lunches they have brought, and enjoy group songs and frolics. The club is open to every one and invitations are issued through the press. The leader is a member of the Recreation Department staff.

From a Study of Arrests—At a meeting of the park and recreation section of the League of Wisconsin Municipalities, held on January 20th, Gerard M. Phelan, Director of Public Recreation at Kenosha, Wisconsin, made a report of his study of arrests. In the group of men and boys from sixteen to thirty years of age he found one arrest to every four; of the same group, sixteen to thirty years, registered in athletics at the registration office the ratio was one arrest to twenty-two.

Seventh Annual Conference on Twentieth Century Girlhood—On March 8th at the University of California, the Los Angeles, Girls' Council held its seventh annual Conference on Twentieth Century Girlhood. Mrs. Minnette

TWO OUTSTANDING PLAYGROUND DEVICES

Junglegym



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REMARKABLE devices these . . . scientifically designed and built to give full sway to the *natural* play instincts of youth. The Junglegym . . . a supreme attraction at "A Century of Progress" and wherever installed . . . gives full opportunity to climb, swing, hang the weight of the body from the arms and legs. The Buddy Duplex Swing with thrilling delight gives a wide range of vital physical development.

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High quality portable seating in all sizes from 2 to 33 tiers high

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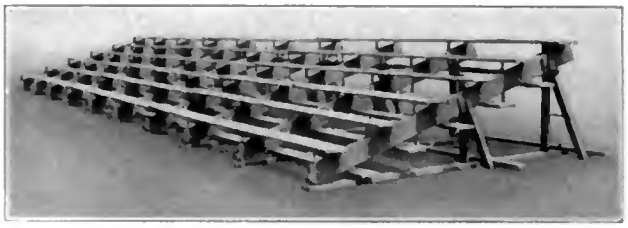

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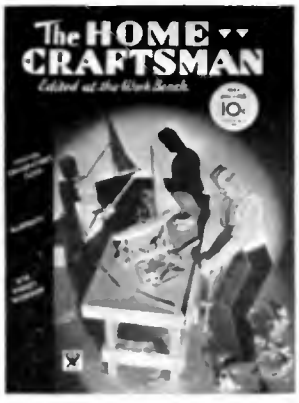
Brodke Spector of the staff of the Department of Playground and Recreation, Los Angeles, served as chairman of the Program Committee which so arranged the program that the girl herself had an opportunity to tell what she demands of the new day. Following this presentation on the part of the girls themselves came the adult symposium which considered the question, "What does the new day offer the girl?" Among the speakers was Dr. Aurelia H. Reinhart, President of Mills College. At the closing session of the conference, which took the form of a dinner, the way to human excellence in the new day was pointed out by Dr. Christine Galitzi, former member Rumanian ministry, Welfare Division. The conference, which was an outstanding success, was attended by 600 leaders in Southern California.

A Creative Hobby



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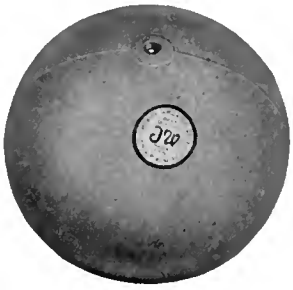
Miss Ellen Tower Celebrates Birthday—On February 28th Miss Ellen Tower of Lexington, Massachusetts, celebrated her eighty-sixth birthday. Miss Tower is the only surviving member of the group of three women who carried on sand-garden work for children in Boston in 1885 and who did so much to help in establishing playgrounds. Some years ago Miss Tower presented the Town of Lexington with a park bearing her name.

Opera Comes to the Ozarks—On February 17th an operatic company sponsored by the C.W.A. gave its fifth performance of the "Gypsy Girl" in the community hall at Bois d'Arc, a town of 300 population twelve miles east of Springfield, Missouri. Three other performances have been scheduled and two additional towns have requested dates. The singers receive the C.W.A. wage of 30 cents an hour and spend twenty-four hours a week in rehearsal and production. A small admission fee is charged, half of the proceeds being returned to the C.W.A. fund of the community and the other half to the county recreation program.

Winter Sports in Concord—On February 3rd and 4th the Playground Committee of Concord, New Hampshire, held its annual winter

MacMurray College Library

The Weaver Scholastic Ball



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carnival. Saturday morning the sports for children on the pond included potato races, sack races for boys and girls and similar events. In the afternoon came a sled dog race and a costume parade. On Sunday, known as Concord Day, came senior skating races and hockey games. The evening closed with fireworks.

Winter Use of Golf Courses — In March, Ernst Hermann, Superintendent of Playgrounds of Newton, Massachusetts, gave a talk at the recreation conference held at Massachusetts State College, Amherst, on the subject of winter use of golf courses. He stressed the fact that unless golf clubs wish to continue losing members they must solve the problem of year-round sports for golf club members and activities which will attract the families of the members. He said that in his opinion there will never be a whole family of golf fields, but if the clubs will initiate activities which will bring father, mother and children to the club grounds, they will add greatly to happy family life. Representatives of the golf association present, including the president, passed the following resolution—the final paragraph in Mr. Hermann's talk—to be forwarded to all golf clubs: "Solve the problem of all the year-round sports for club members and all their families, and you will make one of the finest contributions to America by strengthening the home ties upon which the foundation of the country rests."

Gardening in Berks County—The 1934 garden program of Berks County, Pennsylvania, will be more ambitious than any of the three preceding. Initiated in 1931, when there were 600 gardens, the community garden program of the Council of Social Agencies last summer had grown to the point where there were 6,200 gardens on which produce estimated by relief officials to be worth $116,000 was raised. Last year garden space was provided by the committee for all who wished to garden, but free seeds were available only to families receiving unemployed relief.

At Two Rivers Community House — The Hamilton Community House of Two Rivers,

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Wisconsin, reports for the past year a wide use by community groups of a varied program of activities. While $5,000 was appropriated for any deficit in the operation of the community house, only about $1,000 of this sum was needed. This includes a reserve of three per cent which is set aside each year for a sinking fund and replacements.

Recreation Popular in Salt Lake City—The annual report of the Recreation Department of Salt Lake City, Utah, states that the city's recreation centers drew 756,397 more participants in 1933 than in 1932, though the number of summer centers open remained at 13. So great was the use made of them that the reduced number of centers carried about 50 per cent more load than the 17 in operation two years ago.

Pageants in Louisville—On August 9th the Division of Recreation of Louisville, Kentucky, presented its fifth annual colored pageant, "The Enchanted Isle." On the 15th and 16th "The Adventures of Pinocchio," the sixth annual playground pageant was given at Iroquois Park. The pageant was written and directed by Marguerite Farver from the story by C. Collodi. Two casts each of approximately 700 children representing fourteen playgrounds and two additional dancing classes, conducted by the Division of Recreation, took part. The costumes were made by unemployed women.

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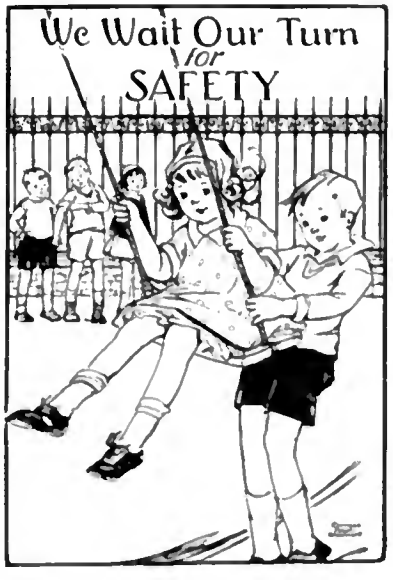

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Among Our Folks

ARTHUR E. GENTER, who some months ago was reappointed Director of Recreation for the City of Pontiac, Michigan, has been presented with the annual Junior Chamber of Commerce award for outstanding civic service. The choice was made by a group of representative citizens; the Mayor presented the award.

H. S. Kennedy, formerly a Y.M.C.A. worker, has been appointed Director of Recreation at Summit, New Jersey.

Mrs. R. L. Currier, formerly Superintendent of Recreation at Lynchburg, Virginia, is now in charge of recreation activities at Charlottesville, Virginia.

Charlotte Stewart, formerly Superintendent of Recreation in Salt Lake City, Utah, has been succeeded by Raymond T. Forsberg.

Russell Foval is now recreation executive at Alton, Illinois, succeeeding Ray Myers, formerly in charge of the program.

Young Men's Clubs in Youngstown — The clubs for unemployed or partly unemployed young men in Youngstown, Ohio, have had an unusually successful development. Organized on a neighborhood basis with an existing athletic team or group using a nearby playground, serv ing very often as a nucleus, they vary from twenty-five to fifty in membership. There are now thirty of these clubs and their members are young men not over twenty-five years of age.

The great ambition of all these groups has been from the beginning to have a club house or place of their own. Some of the young men have cleaned out unoccupied houses, painted them and made them attractive. Others use rooms in settlement houses, temporarily unused school buildings and park buildings. The rooms have been furnished largely by gifts from people in the vicinity, and in practically all cases they have a radio, ping-pong table, quiet game equipment and reading matter. During the summer the Park Department furnished equipment for outdoor games. The Y.M.C.A. has offered the use of a gymnasium every afternoon and two evenings a week. The superintendent of the Playground Association, the Y.M.C.A. secretary, the secretary of the Big Brothers and other leaders are in touch with the groups and are available for advice, but the clubs are self-governing and self-supervising. There is great interest in the clubs on the part of residents of the city and leadership has been volunteered for the winter activities which are many and varied.

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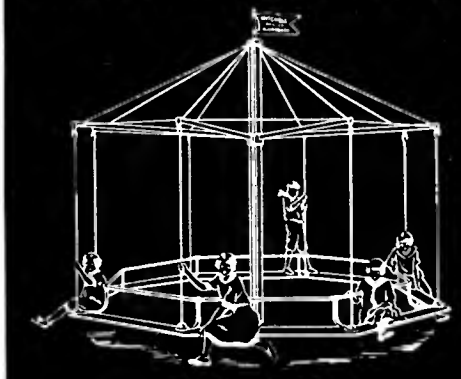

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A Leadership Training Course in Reading— On Monday evenings from October 2nd to December 11th the Girls' Work Committee of the Council of Social Agencies of Reading, Pennsylvania, conducted a leadership training course. The subjects discussed and demonstrations given had to do with music, games, handcraft, party leadership and outdoor programs. Lectures were given on community relationships and similar subjects, and a number of periods were devoted to group study.

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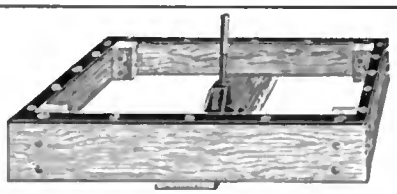

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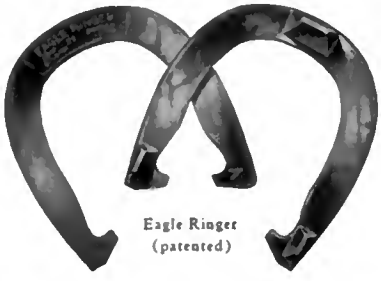

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A Housing Study Guild—A new center has been created under the name "Housing Study Guild" which will be devoted to the study of technical and social aspects of housing and community planning. The work is twofold: To collect and collate existing information and to formulate and investigate the pressing problems that confront the planners of new housing. The Guild will also provide a discussion center where interested people will gather from time to time to talk over their views and problems. Mr. Allan A. Twichell is executive secretary of the Guild the address of which is 400 Madison Avenue, New York City.

Policemen As Friends—"The members of the police force in Washington, D. C., from Chief Brown down through the ranks, are friends of the boys. The officers at one of the stations recently announced that they would be interested to meet the boys in the immediate neighborhood to talk about the formation of a club. On the evening set more than 400 boys came to the station house—not the sort of boy problem usually faced by policemen."—From *Boys' Club News Bulletin,* February 15, 1934.

Recreation For Girls and Women

- Just off the press—*Recreation for Girls and Women*—a comprehensive book on recreation for girls and women in which Ethel Bowers, Katherine F. Barker Memorial Secretary on Recreation for Girls and Women, has presented the results of her years of experience and study in this field.
- The characteristics of age groups are discussed and activities outlined for each group, not only in the physical field but in handcraft, music, drama, and in the field of social, mental and service activities.
- Part II of the volume deals with practical problems of organization and methods, and this section as well as the first is planned in such a way as to be of help not only to recreation workers but physical directors, club leaders and all interested in developing recreation activities for girls and women.

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An Equestrian Club in Wilkes Barre—One of the latest developments of the Playground and Recreation Association of Wyoming Valley is the organization of an Equestrian Club with a membership of 120 young men and women. Special rates of 75 cents have been secured from two local riding academies. This fee includes instruction and the privilege of riding on Sundays and holidays. Such features as picnics are introduced into the program.

Fourth Annual Coach Building Competition—Twenty-four university scholarships will be offered young craftsmen in the fourth annual coach building competition of the Fisher Body and Craftsman Guild. The project for the competition will again be the building of a miniature scale model of a Napoleonic coach. Age limits are twelve to nineteen inclusive divided into junior and senior groups, the former twelve to fifteen inclusive and the latter sixteen to nineteen. A new feature of the Guild is the organization of a Guild Alumnae Association made up of young men who have been awarded Guild scholarships. Further information about the competition may be secured from the Fisher Body Corporation, Detroit, Michigan.

Recreation for Teachers—The Board of Education of Grand Rapids, Michigan, in charge of the winter recreation program, is planning a program of recreation for teachers. Recently W. Guy Morrison, Director of Recreation, sent the following letter to the principals of the schools:

"We feel there is a great need for some organized recreational activity for the teachers of our city and wish to include them in making plans for the present year. We would be glad to organize separate classes for the women and men teachers of the city and desire to learn the num-

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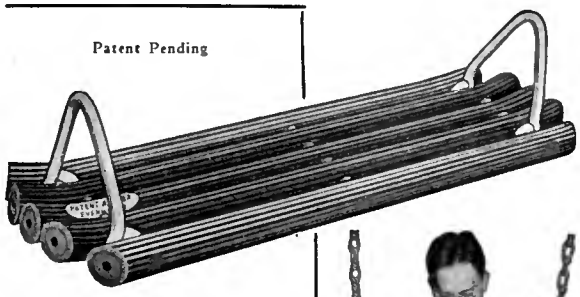

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"For Men—Volley Ball, Indoor Baseball, Basketball, Games and Relays, Tumbling, Stunts,

How Boys Spend Their Free Time—In a study made in Nashville, Tennessee, to determine what 676 boys in the junior and senior departments of the normal schools did in their free time, it was found that up to fourteen years of age practically every boy spent most of his time at home. After reaching fourteen years of age he spent 80 per cent of his time away from home, at the moving pictures, with the local gangs, at one of the stores, at the corner or at the river front where he could go swimming, and at various miscellaneous places.

The Los Angeles Girls' Council—The fifth annual training course conducted last October by the Los Angeles Girls' Council was unusually successful with an attendance of nearly five hun-

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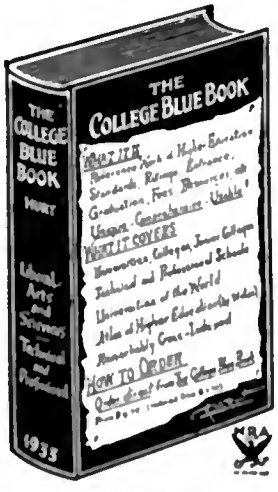

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dred and a variety of organizations participating. "The Leader of Today" was the general theme of the institute. The first period devoted to "What the Leader Must Be" was a general assembly period with scheduled lectures. The second period, "What the Leader Must Know," was an instruction period with three sessions going on simultaneously. In the last period, "What the Leader Must Do," came the demonstrations when the entire group gathered to witness a variety of demonstrations.

The Balls Were Returned! — A newspaper clipping from St. Paul, Minnesota, reads:

"The small boy whose baseball rolls into a neighbor's yard where he cannot retrieve it is having his day in court today.

"Two sisters, Helena and Theresa Guthunz, are being sued for recovery of nine baseballs and a football by Marcus J. Rogers. His son is the owner of the balls they are keeping, he says, and values them at $15."

Ernest W. Johnson, Superintendent of Playgrounds of St. Paul, writes: "This case was brought up in the Justice of Peace Court in St. Paul. The balls were returned to the owner and the case was dismissed. Occasionally we have such instances as that, and in every case to my knowledge it has been settled the same way."

Community Councils in Pittsburgh — Since February, 1933, through the work of the Pittsburgh, Pennsylvania, Community Council, eighteen community councils have been organized in Allegheny County outside the city limits. These councils function along the same lines as those in the city and have their own health, garden, recreation and other committees. Beginning March 22nd the Pittsburgh Community Council sponsored twenty garden educational programs to instruct the unemployed thrift gardeners in the correct methods of vegetable gardening. A bulletin issued by the Pittsburgh Community Council suggests that possibilities for committee projects include "naborhood nites," community sings, community movies, club houses for neighborhood residents, reading rooms, game rooms, social clubs, vocational classes and hobby hours. "The problem of recreation should be one of real community concern, for this winter we will have with us not only the unemployed but also the partially employed who will appreciate guidance in their choice of leisure-time activities. What can our recreation committee do?"

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New Books in the Leisure Time Field

The Theory of Play

By Elmer D. Mitchell, A.M. and Bernard S. Mason, Ph.D. A. S. Barnes & Company, New York. $2.80.

NOT A REVISION of *The Theory of Organized Play* by Bowen and Mitchell is this new volume, but a complete rewriting with an entire change of emphasis in regard to the psychology of human motivation. In this new treatment, play is considered as an integral and vital part of the general social movement, and an effort has been made to give students and teachers of play an understanding of modern theoretical interpretations of the constructive value of play and at the same time carry an interest and appeal to many individuals who are not directly concerned with play activities. In general four lines of thought have been followed and the authors have given first, the historical background of the present play movement; second, the theoretical explanations of play; third, the need for play in modern life and its place in education, and finally, the administration and organization of play.

In this book Mr. Mitchell and Dr. Mason have made an important contribution to the literature in the leisure time field.

Guiding the Adolescent

By D. A. Thom, M.D. Children's Bureau, U. S. Department of Labor, Washington, D. C. $.10.

TO BRIDGE the gulf between adolescents and adults and help the parent in understanding the adolescent and guiding him from childhood to happy adulthood are the purposes of this booklet. The problems discussed are those which are common to most growing boys and girls and include physical growth and development, attitudes toward sex, mental development, social conduct, and the adolescent and his companions. One section is devoted to learning to use leisure and in it emphasis is laid on the importance of giving in childhood education in the use of spare time.

The 1933 College Blue Book

Edited by Huber William Hurt, Ph.D. and Harriett-Jeanne Hurt. The College Blue Book, Hollywood-by-the-Sea, Florida. $4.75.

THIS IS THE third edition of the *College Blue Book* prepared with the cooperation of the colleges to be "of use to others." It discusses modern trends in college education, college standards and college opportunity by states. There are lists of technological and professional colleges and schools, accompanied by information regarding each college on fees and expenses, resources, enrollment growth, faculty, and similar information. There is also information regarding universities of the world and an educational atlas. The book contains a wealth of information which educational authorities should have.

How to Teach Swimming and Diving

By Thomas Kirk Cureton, Jr., B.S. (Volume I). Association Press, New York. $3.00.

THE GROWTH of professional courses in the pedagogy of swimming and in methods of teaching swimming has created a demand for scientific teaching material which this book meets most successfully. The volume, which is the first of a series of three, is the result of many years of research and of practical experience in teaching swimming. It is arranged for class work with review questions, projects and references to the modern literature of swimming. At the same time it is a book for any one who wants to learn to swim and for any parent who wants his children to learn. Almost a hundred illustrations, a swimming and diving terminology and a detailed index add to the value of the book.

The Book of Ceremonials

By May Fletcher. The Camp Fire Outfitting Company, New York. $.50.

BOOK NUMBER SIX of the Library of the Seven Crafts of the Camp Fire Girls describes the various ceremonies connected with the council fires, suggests a Sunday ceremonial, and outlines pageants and tableaux suitable for use at council fires. Not only Camp Fire Girl leaders but recreation workers will find suggestions in this attractive booklet.

Twelve Months of Drama for the Average Church

By Dorothy Clarke Wilson. Walter H. Baker Company, Boston. $1.75.

THE TYPE of religious drama which has seen such a notable revival in our churches has undoubtedly come to stay. This book of one act plays, which call for a minimum of stage accessories and which are simple to produce, is a timely contribution to the literature in this field. With the twelve plays, all of which are suited to the church auditorium or the parish house, the author has given an equal number of worship services offered as a suggestion of material which may be used if desired.

Group Golf Instruction

By Helen B. Schleman. A. S. Barnes & Company, New York. $1.00.

THE FACT that golf is being included in more and more physical education programs for women and girls gives added importance to this booklet containing careful, clear directions for teaching golf. In addition to instructions for the various kinds of shots and general coaching hints, there are chapters having to do with preliminary games and contests suitable for out-of-door class work, indoor equipment, indoor program, and tournaments for camp or school program.

Using Leisure For Government

YOUNGSTERS come to playgrounds, athletic fields, community centers with increasing leisure on their hands. Older men come looking about them for something to do to have a good time. Many come to a recreation center because they want to spend part of their time doing things with other people—preferably with people whom they like. Often they care more for the comradeship in having an excuse for being together than they do for the particular activity. Men like to be with other men. Not only is their satisfaction in activities—athletic, musical, dramatic—in the field of craftsmanship, nature, or in worship, or in the common study of some problem. In various forms of service always for many there has been pleasure in the comradeship and in the activities themselves. Men like to feel that they count whether it be in helping to put out a fire, in digging out after a blizzard, or in serving as volunteer leaders of boys' and girls' groups.

In times past many have wished they had the leisure for such activities, have envied those who could so help. Now—soon—no one need deny his longing to be a part of his government, his neighborhood in a real way—because of lack of time. There will be a distribution of free time that will mean leisure for all. Men can do that for which they have secretly longed.

What is done in leisure time in government service will not in any large part be related to the local recreation system—though there are large opportunities for government service in volunteer recreation leadership. Rather recreation leaders as they think of their programs, as they relate these programs to schools, libraries, churches and other groups, will remember that many obtain great pleasure and happiness in government and community service and that time enough ought to be free for such service; that the community recreation center can create an atmosphere favorable to volunteer government service; that the community center can help in developing leadership which will make government service more attractive and more popular.

What recreation leaders have in the back of their minds is often just as important as what is in front. One of the ideas which should always be in that background is the importance of government service.

We are all a part of the government. Many of us can in the new era serve on local government committees and be active in securing proper consideration of government questions from the point of view of all the people.

New leisure means a new deepening of human activity. Volunteer work for one's local, state or national government, though not classed as recreation, has great recreation and service values, gives great satisfaction in the present and in retrospect—even when one's efforts bring meager results. Recreation leaders can help greatly, even if somewhat indirectly, in encouraging the use of much leisure for government service.

HOWARD BRAUCHER.

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Coming—Vacation Days!

There are countless delights ahead for the children whom June releases from school and who are going to the country or to camp! Long rides in jolting farm wagons, overnight camping trips, sleeping under the sky, pets to play with, trees to climb, swimming holes to splash in these are a few of the joys awaiting thousands of children!

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And for those who must spend the summer at home there are the playgrounds with all they have to offer in good times, companionship, opportunity to make things, to take part in games, go on hikes and do the thousand and one things dear to the hearts of all children.

When You Plan Your Summer Program

Your community will benefit from knowing what some other cities are doing on their summer playgrounds

"CAN YOU suggest anything new for our playground program?"

This is a question frequently asked. You will, perhaps, find some suggestions which will help you answer the question for your community in the programs a number of cities conducted in the summer of 1933.

Shows and Exhibits

There were last year many of the ever-popular shows such as doll shows, pet shows and exhibits of various kinds. In Dalton, Massachusetts, for example, there were 197 dolls entered in the show held at the Community House. Points were given in a number of classifications—for the oldest doll, ugliest, largest, smallest, best baby girl doll, best baby boy doll, best nationality doll, best homemade, best family group, best doll wardrobe, and best animal and character doll.

Announcements. Announcements for shows of this kind should be made as interesting as possible. Here are a few suggestions from the Reading Department of Public Playgrounds and Recreation for giving publicity to doll and pet shows.

Make posters attractive with illustrations cut out of magazines and papers. How much more interesting is this announcement: "How old is your doll? Bring it to the doll show next Thursday at 3:00 P. M.," than this one: "Doll Show—Thursday—3:00 P. M."

One of the first steps in preparing for a doll or pet show is adequate publicity through notices. Make your show posters as appealing and interesting as possible.

Ask parents of children, members of the Association or other interested adults to act as judges for the various classifications. Distribute them evenly so that one set of judges does not have more classifications than another set.

An announcement for a pet show might read as follows:

"Come, bring bird, beast, fowl, fish, reptile, insect or pest
And awards will be given to the very best."
"Come, folks, grown and small
The playground pet show is for all."

And in a pet show, the department suggests, awards may be made for the following:

1. Largest animal
2. Smallest animal
3. Most beautiful dog
4. Homliest dog
5. Cutest cat
6. Most beautiful pet bird
7. Oldest pet
8. Youngest pet
9. Best aquarium
10. Largest reptile (alligators, snakes)
11. Best rabbit
12. Largest two legged pet
13. Smallest two legged pet
14. Largest four legged pet
15. Smallest four legged pet
16. Most unique pet
17. Largest family of pets
18. Dog with most spots

Exhibits. Exhibits of handcraft are still in order. The park playgrounds of Oklahoma City last August held a handcraft exhibit at the fair grounds. Each playground selected fifteen of its best pieces of work for the exhibit, and a committee of judges passed on the points of merit in each of the following group classes:

Required

Bird houses	Sailboats	Oilcloth	Cork
Kites	Vases	Clay	Soap carving
		Tin can articles	Inner tube articles
		Wooden toys	Embroidery
		Book ends	Doll dresses
		Door stops	

Optional

Leather craft	Paper flowers
Bead work	Toy furniture
Weaving	Lanterns
Pen or pencil drawing	Puppets
Wax moulding	Cardboard work

First, second and third place ribbons were awarded to the

Just at this time when plans are under way for the playground season, may we call your attention to some publications which should help you in planning the program. There is the booklet "Conduct of Playgrounds" ($.25) and its companion piece "88 Successful Play Activities ($.60). Every leader should have these two hand books.

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three best articles from each playground entered. In addition, awards were given to the three best articles in each of the twenty-five groups or classes of the city-wide exhibit.

If a program in the nature of a demonstration is held in connection with exhibits, it adds interest. Covina, California, held such an exhibit at its playground fair and in connection with it a program was offered, including a pantomime, a demonstration of wrestling, a pet show, and after a picnic supper a grand finale in the form of a lantern fete.

And They're Still Making Things!

To tell of all the handcraft projects which last summer intrigued the children of America's playgrounds would be an impossible task. But here is a special note from Lancaster.

As this city is universally known as a leading linoleum manufacturing center, the Recreation and Playground Association has felt it appropriate to specialize in handcraft articles made from this material. This plan has been facilitated by gifts from the Armstrong Linoleum and Cork Company of a generous amount of linoleum and cork scraps, most of it cut in squares running from 5 inches to 12 and 15 inches. The children were taught by the supervisors to wield their tools skilfully—for the most part ordinary knives were used—and by the end of the season linoleum far outnumbered other handcraft projects, being popular with both boys and girls.

Some excellent pictures were made of ships, birds, animals, various scenes and designs, and clever doorstops, bookends and calendars were designed. A number of especially attractive pictures were carved from white linoleum, one of a Japanese girl painted in black. A portrait of George Washington cut in cork, the shadows brought out by the use of black paint, made a particularly effective picture. A number of inlays were also done remarkably well. The playground awards were made at the office with a linoleum block designed by the handcraft instructor. The seal on the swimming certificates was made in the same way. At the time of the handcraft exhibit an entire window was devoted to the linoleum articles,

Photo by Hans Büttner, Berlin, Germany

and the ingenuity and artistic workmanship shown were widely commended.

Contests. There is always the fun of doing something interesting with the thing you have made, and so contests will ever be a universally popular sport.

Sixty boats were entered in the second annual regatta conducted by the playground children of Denver, Colorado. Boats were divided into five classes according to size as follows: Class A, boats measuring 36" and up; Class B, 24" to 36"; Class C, 12" to 24"; Class D, boats under 12", and senior riggers. Awards were made on the basis of workmanship and the appearance of the boats, some of which were made on the summer playground, some at school, and others at home.

Dalton's "Feast of Lanterns" provided the children with an opportunity to display the lanterns they had made, and they carried them lighted in the procession which attracted a large number of spectators. An Oriental touch was given the event by a large Buddha figure decorated with paper cherry blossoms. Awards were made for the most original lantern, the handsomest, the most unique and the funniest. Awards were also made for costumes.

They Like to Read

Before their budgets were drastically cut, a number of public libraries cooperated with recreation departments by conducting miniature branch libraries at the playgrounds. The Public Library of Salt Lake City did this last summer in connection with every play center which was not near a public library branch, and reading hours were scheduled each day.

The Hamilton, Ontario, library is one of those which, because of lack of funds, was obliged to discontinue this service except for one playground. But this did not mean that the children were without books, for a plan was devised whereby they might build their own library. The fee for joining this new library group was one book or five cents. An entry in the day book of a member of the staff of the Playground and Recreation Commission shows how successfully the plan was worked out.

"At our playground all but two helped by bringing books. The total number of books in the library was 127. Books were issued weekly on Thursdays and checked off on sheets listing the name of the books, the name and address of the owner and a blank space for successive borrowers. We drew a line through the name when the book was returned." It was found that asking the children to contribute their own books in order to borrow others acted as a splendid check on keeping the books in good condition and insured their prompt return. All books were returned to their owners at the end of the season.

Drama and Music—Always With Us

Almost three hundred playground play makers last summer wrote and produced their own plays in the parks of Louisville, Kentucky, complete with home-made scenery and costumes. Ladies and beggars of the world's oldest stories walked and talked again in the second annual one act play contest held on each playground with three district winners repeating their plays in the new Play Makers' Theater at Central Park. Highland Park won first place with "The Great Bell of Peking," a presentation of a Chinese folk tale. The play was repeated Mayor's night at the state fair.

Louisville's playgrounds enjoyed music, too, and community singing last summer reverted to the old custom of caroling. On playgrounds where no piano was available, singers visited around the neighborhood serenading the community in return for the use of a piano. People of all ages sang popular airs and folk songs. Seven hundred and forty-seven individuals took part in a singing bee.

Much interest was shown in the playground drama tournament conducted by the Austin, Texas, City Recreation Department. There were three classifications— intermediate, ten through fourteen years; junior, fifteen through seventeen years, and senior, eighteen years and over. One hundred and twenty-two participants took part and there were approximately 1,645 spectators. The city library gave cordial cooperation in the project, and many of the plays were presented in the library's auditorium.

Wabash, Indiana, also had its tournament, conducted in one of the parks. Twelve groups participated in a series of one act plays which ran for four nights, Sunday night being given over to the presentation of religious plays. The tournament was very successful and large audiences attended.

The Public Recreation Commission of Cincinnati believes heartily in music and drama as playground activities. Last summer there were nine playground groups in instrumental music made up of children of the average age of fourteen who

Courtesy Children's Theater, Palo Alto, California

met for the most part in school buildings. The Junior League aided by giving a one act play from time to time at the traveling theater. The League also gave a performance of a children's play, tickets for which were distributed through the Commission.

Baseball and Athletic Sports

Last summer more than a thousand boys from eleven to twenty-one years of age joined the Pontiac, Michigan, Junior Baseball Association and played the national game with great enthusiasm throughout the season. The boys were organized into sixty teams divided into three classifications —Class B, under twenty-one years; Class C, under seventeen years, and Class D, under fourteen years. Each team played once a week in its regular league schedule, but it practiced several times a week and played games with other teams not included in the schedule. Unemployed fathers, older brothers, former baseball players and business men coached the teams, and many an adult confessed to renewing his youth through the activity. The leagues were financed by a donation of 50 cents from each player in the senior Class A amateur league, together with receipts from several exhibition games played by the senior league.

President Will Harridge of the American League provided an incentive for participation by presenting three baseballs autographed by all of the Star American team which played at the World's Fair in Chicago. The balls were awarded at the annual banquet of the three winning teams by Detroit's famous member of the team.

The *Pontiac Daily Press* cooperated in arousing interest by conducting a two day baseball school at the State Hospital Field. John Kobs, Michigan State College coach, and Charlie Gehringer, Detroit's "tiger" second baseman, were in charge of the school. There were classes in the fundamentals of the games, such as throwing, batting, bunting, base running and fielding. More than a thousand boys sat for an hour in the bleachers while the fundamentals were being demonstrated. Bats, balls and coaching equipment were provided by the Recreation Division of Pontiac. The players furnished their own clubs and such uniforms as they had. The majority of the boys played in overalls.

Neighborhood baseball leagues in all parts of the city were organized by the Park Department of New Haven. Under this plan, teams in various districts were enabled to engage in contests in the parks in their own neighborhoods. At the close of the regular schedule there was a play off for the title of city champion in the several age groups. This method proved very popular, the number of teams increasing from 47 in 1932 to 98 in 1933. Participants increased from 800 in 1923 to 1,395 in 1933. The same method has proved popular used in connection with soft ball, horseshoes and other activities.

Nor were the girls neglected in the athletic program. There were 32 teams of girls and women playing playground ball in Cincinnati—twice the number playing a year ago. These teams were organized on a neighborhood basis with a volunteer official.

Outings and Camping

Have you thought of conducting a "day camp" for stay-at-homes?

For a period of nine weeks beginning July 3rd, the Recreation Commission of Mount Vernon, New York, with the cooperation of the Boys' Club which gave the use of its South Side Branch, conducted a home day camp for boys. Under the leadership of a camp instructor the boys took part in basketball, wrestling, indoor baseball and other floor games. These indoor activities were for the most part conducted on days when the weather was inclement. In favorable weather the boys went on nature hikes, enjoyed camp fires, swimming at nearby beaches, and outdoor sports of all kinds. They also visited industrial plants. The total attendance was 1,710. This was an emergency leisure-time activity made possible by the use of state aid funds with the cooperation of the Board of Education.

Last summer for the fourth consecutive year the children of Wheeling, West Virginia, enjoyed outings to Oglebay Park through the cooperation of the park authorities and the City Recreation Bureau. At 10:00 o'clock each morning, for five days a week for ten weeks, a bus left the city playgrounds carrying its load of forty children twelve miles away to the 750 acres of nature's varied beauty that is Oglebay Park. Here the children stayed until 3:45 under the leadership of two members of the city playground staff. After a welcome and an opening ceremony the children scattered to various activities—baseball, volley ball, folk dancing, group games or a nature hike, followed by a period of less active games. Then came lunch which each child brought, supplemented by milk provided by the Oglebay Institute Committee which raises the money for the bus. After lunch and a rest the children waded in the brook, rode ponies, hunted treasures, played hare and hounds, toasted marshmallows, or enjoyed some other special event. The day ended around the camp fire with stories, stunts and nature games. Children from seven to ten years of age came one week and those from eleven to fourteen the next.

For two days each week a group of mothers with children under six were

Swimming holds an important place on the summer program, and trips to nearby beaches and swimming pools should be encouraged.

Courtesy Girl Scouts, Inc.

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There are many grown-ups who still thrill at the word "circus." What wonder, then, that children are so happy at the prospect of a circus of their own on the playground!

Courtesy Detroit Recreation Department

given a day's vacation at the park with transportation and lunch furnished. A total of 639 mothers from families referred by relief agencies enjoyed a day of rest or of outdoor activities as they chose.

For $2.50, which covered the cost of provisions, boys and girls at Columbus enjoyed a five day vacation at the camp maintained by the Division of Public Recreation at a location on the river about twelve miles out of the city. The camp accommodated about 80 boys and girls. Equipment consists of six cabins, a swimming pool, a council ring, and a building containing a kitchen and dining room.

Community Nights for Young and Old

During the depression community nights have come to mean much to the adults who have had little money to spend for recreation.

For six years the Recreation Department of Austin, Texas, has conducted community nights on the playground. During these years interest has grown and participation increased. The query now is, "What are *we* going to put on for community night this week?" instead of the former question, "What are *you* putting on for community night this week?" At the end of the summer one community continued the program once a week, later changing to two nights a week.

Community night takes many forms. No special program is asked of the playground leaders, but they are urged to see to it that the community takes part in some interesting activities such as musicals, doll shows, dancing, game nights, picnics, picture shows, minstrels, square dances, exhibits, and one act plays. Many unique forms of entertainment have resulted. Community singing is almost universally a part of the program, and several singing clubs have been organized on the playgrounds. Square dancing is one of most popular activities of community night. Not only people from the community around the playground but residents from all parts of Austin attend. In the beginning only the older adults knew the steps, but so popular has this form of dancing become that boys and girls on the playgrounds take part in every dance.

The city government of Richmond, Indiana, with the help of the Palladium Publishing Corporation presented during the past summer a series of recreational events which did much to keep morale at a high level. As the first step the city government improved the natural amphitheater in Miller Park to provide a spacious field for the playing of soft ball games under flood lights and for entertainments featuring local talent. The season opened with a huge minstrel show with 125 people in the cast, and with "Singing Sam," well known radio favorite and resident of Richmond, as the leading attraction. The show was presented four nights and a total of 50,000 people were entertained free of charge.

During the remainder of the season soft ball games were played and stage entertainments given twice and sometimes three times a week. People in neighboring towns were extended the privilege of using the stage facilities and a modern amplification system to present their own programs. Seven such Sunday night entertainments were decidedly successful, attracting thousands of the park for each entertainment. Two barn dances were given and an old-time orchestra, veteran callers and capable quadrille dancers volunteered

their services to make this old-fashioned program successful. For these entertainments 16,000 people were in the ampitheater each night. On one occasion seven young people from Vienna gave a program. Dressed in their native costumes, they were immensely popular with the great audience. The cost to the city was unusually low because of the cooperation given by the Palladium Publishing Corporation in giving the services of one of its employees, Robert R. Reid, head of the Public Relations Department, to assist the city and the Civic Amphitheater Commission in arranging the program.

During the operation of the amphitheater records of the Police Department showed that juvenile misdemeanors were practically non-existent. The result for the season was that thousands with leisure time were able to participate in the activities and to enjoy the entertainment offered by others at no cost whatsoever.

That Closing Festival!

The festival is still very much in evidence as a way of climaxing the season's activity, though the circus ranks high in popularity. Last summer the Brooklyn Park Department held its eighteenth annual playground festival in which 1,500 children of thirty park playgrounds took part in a series of twelve different dances. All the costumes were made by the children who were transported to the park by interested residents of the neighborhood in which the playgrounds were located.

Three thousand girls participated in the "Wishing Fairy Ring," the sixteenth annual pageant presented by the Detroit Recreation Department and financed last year by the *Detroit News*. During the weeks preceding the pageant these girls made models for stage settings, crepe paper costumes, and rehearsed their songs and dances. Because of its reduced budget, the department depended largely on volunteers who gave efficient aid in directing the dancing, handcraft and other arts entering into the pageant.

A circus was the closing event for the children of the Boston park playgrounds. And it was a gala day for them, for they were transported in busses to and from the Common where the circus was staged and where a supper was served circus style.

Very often the season's final event is based on the theme which has motivated the program. "Homes of Other Lands," was the theme on which each of the Denver playgrounds last summer built its program through games, story-telling and other activities. Each playground selected a foreign country, studied the habits and customs of its people and depicted them in the scene which it displayed. Almost thirty countries were represented.

Some Practical Considerations

"How are we going to finance the program?" "What about facilities?" These are practical questions which must be answered if there is to be any program. And in these days when municipal funds are sometimes difficult to secure the problem of finances looms large.

Securing Funds. When it became evident that no funds would be forthcoming to support the summer playgrounds of Springfield, Ohio, Chief of Police Abeles called together some of his friends in City Hall and in the business circles of the city and told them that the Playground Association had disbanded and there would be no recreation for children and young people during the summer except a little sand lot baseball sponsored by the American Legion. He made an earnest plea that something be done. At a Dutch luncheon meeting which followed at a local hotel where the group heard Chief Abeles' plea, $1,500 was subscribed. Later an additional $500 was pledged by the Parent-Teacher Association, and eight playgrounds were conducted in charge of ten leaders.

Because of the reduced appropriation for playgrounds in Hamilton, Ontario, Canada, it became necesssary early last summer to announce the closing of three playgrounds conducted by the Playground and Recreation Commission. Immediately a demand for the opening of these grounds came from the public. The Hamilton Olympic Club, the Chamber of Commerce and special neighborhood committees began at once to raise the thousand dollars required to open the grounds. The amount was secured and turned over to the Playground Commission. The grounds were opened under leadership and the attendance last summer was the largest ever recorded on these playgrounds.

Lacking the usual appropriation from the Board of Education, the playgrounds of Battle Creek, Michigan, last summer were financed by a series of weekly entertainments presented under the auspices of a citizens' committee. The entertainments included two band concerts, two movie shows, a water carnival, a boxing and wrestling

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An Important Need and Opportunity

By AUGUSTUS D. ZANZIG
National Recreation Association

THIS MONTH over 700,000 young men and women will be graduated from our high schools. About 50 per cent of them will be added to the hundreds of thousands of young people already in our communities who, without school, college or job, are in great need of having interesting things to do that will keep alert the priceless powers of mind and body, the social vision, and the loves and faiths that twelve years of school effort were aimed to develop. Now is the time for every leader in community recreation to attend especially to the question of how provision can best be made for a happy carry-over in community life of such school activities as can be regarded as being in the field of recreation. Of these, music is in many places among the foremost in the number of students participating in it and in the degree of skill and the scope of expression that have been developed in it. Anyone who has observed the achievements of a good high school chorus, orchestra, band or smaller group, in social living and individual happiness as well as in musical expressiveness and beauty, knows how tragically wasteful it is to let these achievements count for little or nothing in the life outside of schools.

How the Recreation Leader May Help

No matter how restricted the recreation leader may be as to funds for community musical activities or as to his or his Board's interest in music itself, now is the time for him to do whatever he can to help bring about the provision needed. He of all people knows most fully the need. He has the insight and the vision without which such values for living are likely to perish in a community, and it is up to him to start something. Whether he can or cannot, through his own department's funds or his own abilities, provide for one or more choruses, orchestras, bands or smaller groups well suited to the graduates, he can help in such ways as the following:

1. Visit the high schools with the school supervisor of music for the purposes of finding out just what is being done in music there and of talking with the supervisor about what might be done to make the most of it in the life outside the schools.

2. This visit with the music supervisor might well lead to a conference with musical students who are going to graduate, as to what opportunities for continued amateur musical activity they would *like* to have after they have left school. To make this conference really effective, a list should be at hand of the choirs, choruses, glee clubs, orchestras, bands and smaller groups that already exist in the churches, recreation centers, clubs, and in the community at large, with information as to the activities of each one, when and where it meets, and what, if any, special skills, fees or other conditions are required for entrance into it. The students might be invited to attend a rehearsal or concert of each group open to them as graudates, for their enjoyment and further information. Perhaps there is now no group suited to them, either as to age or as to musical standards. For graduates of many a modern high school musical organization the typical choral or instrumental group of middle-aged folk would be to them as a fumbling baseball team would be to a well-trained player or as ping pong would be to a lad who knows the keen fun of very good tennis. New musical organizations may be needed in the community, and the recreation leader can be a strong influence toward starting them, even if he has no knowledge of music and no money to be spent on music.

3. Such a conference as has just been described might well be held with former graduates of the schools, with or without the coming graduates.

4. Bring about a meeting of music leaders and other persons whose influence might count in fitting the community for survival of the musical interests and skills developed in the schools the various social agencies, the churches and the parent teacher associations or other groups of homemakers, as well as the school and community musical organizations, should, if feasible, be represented at the meeting. The fine possibilities and

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That Ever Present Problem—Leadership!

KALAMAZOO, Michigan, is one of the cities which last summer successfully met the problem of play leadership through the use of volunteers. It became apparent during the winter that the budget of the Recreation Department would be severely cut. It was announced that instead of a paid trained and responsible staff consisting of a man and a woman at each playground, only one director would be possible. In view of the fact that there would be more children spending the summer in the city than ever before this situation presented a real problem.

An interested school principal and an active Parent Teacher Association made plans well in advance to meet the emergency. The situation was considered at a meeting of the Child Study group in March and later by the executive committee of the Parent Teacher Association. The May meeting of the association took the form of a panel discussion of a possible recreation program for the district. The members of the panel were the city superintendent of recreation, the supervisor of physical education of the schools, the visiting teacher, the president of the Parent Teacher Council, the principal of the school, a minister in the neighborhood, a parent and a student. The meeting adopted the plan outlined and authorized a committee to complete details and put it in operation. Further plans involved the sending of questionnaires to each of the associations regarding summer activities, a study by high school boys of available vacant lots and play spaces in the district, and the circularizing of former students who had been leaders in their school activities and who were home or at college as to their availability for volunteer service. A study was made of the plans and resources of other community recreation organizations. The result of the summer's work was a greatly increased number of constructive recreation activities in the district of the Washington Junior School playground, selected because in the past it had drawn such large numbers of children from the immediate neighborhood. Activities included a day camp for girls once a week under Girl Scout leadership, a hiking club for boys, kodak clubs, nature study and dramatic clubs, first aid and sewing classes. Many of these activities were held at homes, but the enrollment was at the playground and all groups for hikes or camping met at the grounds. Twice a week the children from nine to fourteen had an hour of story-telling, rhythms and songs in the basement room at a branch library. Three churches in the neighborhood conducted morning sessions of Vacation Bible Schools. On four lots the department placed croquet sets for which a nearby resident guaranteed care and which were open for the use of the neighbors. Volunteers helped the playground director in many of the regular activities on the grounds and the whole movement has resulted in greater attendance, more widespread activities, and more general appreciation of recreation values than ever before.

About twenty volunteers gave regular service averaging two two-hour periods a week. Many more helped from time to time. A Parent Teacher Association committee, acting in close touch with the playground director, took full responsbility. The chairman of the committee was a principal of the school teaching staff. She assigned the volunteers who reported to her. Substitutes were furnished if a regular volunteer was unable to attend. The chairman made reports to the playground

Do you have the problem of providing for playground leadership on reduced funds? This article will tell you how some cities met the situation last summer.

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director and did the necessary joint planning. The plan has brought into use material resources as well as volunteer leadership that would never have been discovered by the Recreation Department working alone and that has helped this district meet an emergency most successfully.

Other Cities Report Success

Last summer, as in the summer of 1932, New Bedford, Massachusetts, conducted its playgrounds chiefly under the leadership of volunteers supervised by two experienced paid workers. Nine centers were in operation, one more than in 1932. An average of 3,000 children and young people ranging in age from one to twenty years attended each day, and more than 250 men and women served as volunteer leaders. A fund of between $900 and $1,000 was raised to finance the work. Where in 1932 many of the volunteers served only two and a half days a week, last year they worked five. Many worked through the entire season missing scarcely a day. Nine of the leaders were mothers, others were college and normal school students and teachers home for the summer, high school groups and a number of employed people who gave their leisure hours. Chief of Police McLeod was one of the most ardent supporters of the playgrounds. He did much to secure contributions to the fund collected through the *Standard-Times and Mercury*. Many individuals and organizations cooperated in making the playground season a very successful one.

Each of the five members of the Chicopee (Massachusetts) Park and Recreation Commission took active charge in a supervisory capacity of a district and assumed responsibility for the summer's activities. There was one paid worker on each playground with several college men serving as volunteers. The season was most successful with nine playgrounds open all summer and two smaller ones for little children established.

Last summer the Board of Education of Buffalo, New York, maintained thirty-four playgrounds. The staff consisted of one director, the head of the Department of Physical Education, four supervisors each of whom was responsible for eight playgrounds and the swimming pools in a particular section of the city, a handcraft supervisor, and a supply manager. In addition, sixty-eight playground directors, thirty-five men and thirty-three women, were selected from the "white collar" group of unemployed. These directors were assigned to the Board of Education by the State Education Department and a three day institute was held. The State Board of Education also supplied thirty-five workers known as "playground watchmen" one of whom was placed on each playground. Their duties consisted of protecting the school property from damage, keeping the playground free from rubbish, resurfacing grounds where necessary, filling in horseshoe pitching pits, painting playground equipment, opening and locking the gate, and assisting the play leader wherever possible. This service was found to be very helpful.

With the appropriation for the recreation centers conducted by the Park Commissioners of Hartford, Connecticut, reduced about 20 per cent, and that for "playgrounds not on park property" decreased about 75 per cent, the Park Commissioners faced a serious situation last year. Through the cooperation of the Community Chest which provided the department with forty workers, and the Welfare Department which furnished thirty additional workers, it was possible to continue the work on the playgrounds. A special effort was made to open the usual number of playgrounds and to continue approximately the same activities. Every section of the city was served by the twenty-five playgrounds in operation. At the larger playgrounds a program was offered for adults and in some instances groups were organized which continued their activities throughout the year.

In spite of the most careful planning the Lancaster, Pennsylvania, Recreation and Playground Association could do, its curtailed budget could be made to cover only a six weeks full-time program. Realizing that a volunteer staff alone could not handle the situation, the association sent a letter to all applicants for positions asking if they would give back the equivalent of one week a month during the summer season. The acceptance of this plan was so generous that the entire staff for the season virtually became part-time volunteers giving one week free service each month, thus allowing the playgrounds to operate eight weeks on a six weeks' budget. This meant in effect the cutting of salaries by 25 per cent. It made no appreciable difference in the type of service rendered, but from the standpoint of the community it was understood that the entire staff including the supervisory force voluntarily gave two weeks of their time in order that the city playgrounds might operate for at least two months.

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Our Children's Vacation—Shall It Be Camping?

How camping helps to make leisure time more interesting to children.

By CHARLES W. CARSON

This year organized camping will celebrate its fiftieth anniversary. The municipal recreation movement with its growing participation in camping and increasing appreciation of its values, will join with private groups in wishing for the camping movement continued success and even greater usefulness. The article presented here was prepared by the director of Camp Lawrence Cory, the boys' camp of the Rochester Y. M. C. A.

A MILLION boys and girls will attend organized camps this summer in the United States and Canada. The figure sounds large until we take into account the millions who will not go. If camping is good for a million boys and girls, why not for a much larger number?

One reason is obvious. Thousands of people who would like to send their children to camp cannot afford the fees. Another reason is that many parents have not been convinced that there are unique values for their children in a camping experience. Any camp director or counselor who has called on parents in order to interest them in camp has heard such responses as these: "Oh, we have a cottage at the lake, John doesn't need to go to camp. He has all the advantages without the added expense." Or, "we're taking an automobile trip for our vacation and Tom is going with us."

In justice to their children every parent of boys or girls between the ages of nine and seventeen should investigate camps. Circumstances may not permit attendance, but to investigate is an obligation. If you are a parent, and have an open mind, here is some evidence.

Advantages of Camping

Camp offers to both parents and children a vacation away from one another. Constant contact in the home leads to easy irritation and capricious dispositions. A two months' respite restores perspective and creates a home atmosphere conducive to calm judgment and intelligent affection. Furthermore, if it be true that achieving independence of the home is one of the two major adjustments of adolescence, a few weeks at camp provides an excellent beginning. Here, under the guidance of trained counselors, boys and girls learn to face a new environment and to make adjustments which otherwise may be postponed until college days.

Parents must recognize, however, that they play a large part in the success or failure of a camping experience. Limiting the number of visitors' days is not merely a convenience to the camp staff; it is an essential factor in the camper's adjustment. Homesick campers are usually less a problem than child-sick parents. When parents play their part intelligently, camp offers boys and girls the opportunity, perhaps for the first time, to stand on their own feet.

A second advantage of camping is the unusual opportunity to learn the arts of leisure. Few places are as well equipped as a good camp to facilitate the learning of ways to make leisure time interesting and a source of real pleasure, and this is a matter of discovering interests and developing skills. For children with a limited background of experience, discovering interests is a process of experimentation. They need to be exposed to a wide variety of choices and to be guided in selection. Camp programs of two decades ago were generally planned in advance and highly regimented. In the swing away from a regimented program some camps have gone to an opposite extreme which results only in confusion. Excellence is not measured by the length of the list of possible activities, but by the method with which the activity is developed.

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Our present purpose, however, is not to discuss methods, but to point out values. For example, a boy in camp was attracted by the "What Is It?" contest and found his way to the nature study cabin. Although he came to identify a leaf, his curiosity was aroused by an aquarium filled with all manner of wiggling things. An alert counselor asked if he would like to look at a specimen of the aquarium water under a microscope. From that day on this camper spent a large share of his time at the nature study cabin. Before leaving camp he had persuaded his parents to buy him a microscope and had constructed his own aquarium. A new world was opened to him.

Discovering Interests

One evening a group of campers sat on the shore just after sunset watching the changing lights on the hills across the lake. As the light faded a star began to twinkle in the western sky. A lively curiosity prompted a camper to ask the name of the star. After waiting for several guesses a counsellor identified the star and then began to ask questions about the stars. The result was a group of star gazers who were given permission to explore the heavens on clear nights after "taps."

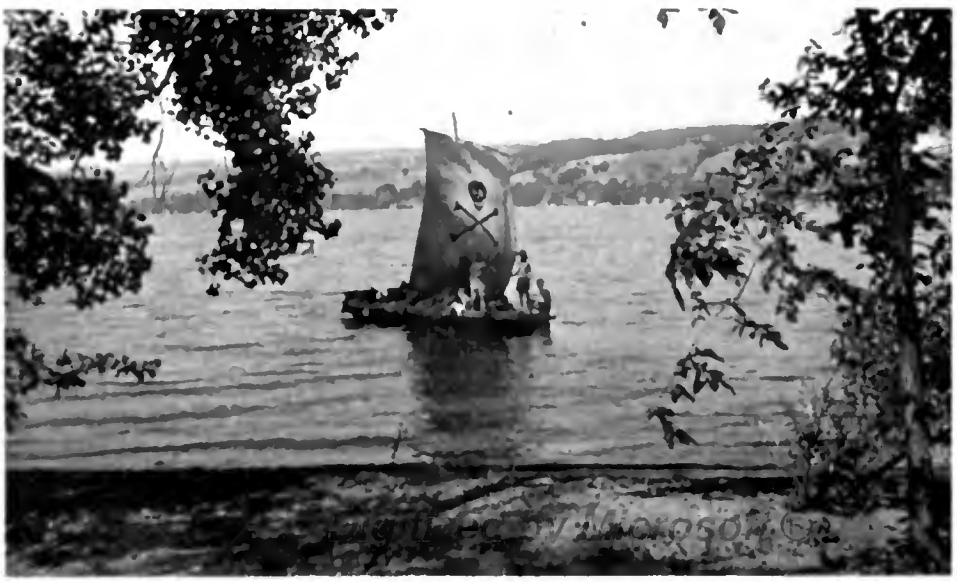
Stimulated only by the vague desire "to make something," a boy wandered into the handicraft building. In the printing shop he saw some boys digging gouges out of pieces of linoleum with small curved tools. "Would you like to try it?" asked the instructor. After a few trials the boy began work on a linoleum block for the camp paper. Later he did a Christmas card and a book plate. Before he left camp he had learned how to construct a hand press which would make it possible to continue his new interest at home. It is quite possible to learn how to use a microscope, to identify stars, and to make linoleum block prints at home or in school. The unique advantage of the camp environment is the unusual opportunity it offers to discover and develop spontaneous interests.

The opportunity to gain experience in working cooperatively on group enterprises is as significant as the development of individual interests. To adapt ingenuity and new ideas to group needs and a group objective is excellent training in citizenship. Individual skills are essential, but most life situations call for team play. The following examples from a camp experience illustrate the point:

Group Enterprises

A group of ten and eleven year old campers were playing on the lake shore. Someone suggested, "Let's play pirate." "Aw, gee, you can't play pirate without a ship." "How about building one?" With excitement at a high pitch they ran to the counselor who supervised craft work. The counselor thought it was a good idea, and the planning began.

The first task was to find materials, because no funds were available to buy them. A pile of old tent floors was discovered in which there was



It's impossible to play pirate without a ship but on the other hand there's no reason why boys shouldn't make one. And the campers at Lawrence Cory discovered they could!

enough lumber for the body of the ship. Stability, however, would be lacking. A bright young pirate suggested oil drums. Six drums were secured from an oil station in town. A sapling was located which would do for a mast, and an old tent fly decorated with a gruesome skull and crossbones supplied the sail. It took five weeks of resourceful, patient, and persistent work to build the ship, and the launching was a great event. Ten lusty pirates, each properly attired with a 'kerchief around his head and a black patch over one eye, pulled strenuously on the oars for an hour against a light wind (oil drums are not built like racing yachts). Finally the sail was hoisted and the pirate ship, steered by an old oar, sailed to the dock.

A similar experience was the building of the new council circle. The old council circle was in a perfectly obvious location, a few yards in front of the semi-circle of cabins. Across a field by the side of a brook was a spot which was a favorite rendezvous for campers. Bounded by the sloping banks leading down to the brook, sheltered by trees and bushes was a level spot about fifteen yards across. One evening as a cabin group was cooking their own supper over an open fire, a camper remarked casually, "This would be a great place for the council circle." The idea was greeted with enthusiasm and the next day the project was started.

Underbrush had to be cleared and logs hauled and fashioned for seats. The circle was outlined with stones and a path leading to it was widened. After days of hard work the new council circle was ready. A fire was built in the old circle. When it had burned to embers, coals were scooped up and carried with due ceremony to start the first fire in the new circle.

Building the pirate ship and constructing the new council circle were not mere stunts. The campers learned how to plan, organize, carry out and evaluate a group project.

Helping Him to Make Adjustments

Closely related to experience in working on group enterprises is learning to make the adjustments to other people and to new environments essential to happy living. Few other experiences have the opportunities in this connection which are found in camp. A child who spends eight weeks in camp is there for more hours, not counting the hours of sleep, than he is in school during an entire year. Furthermore, the variety of circumstances requiring adjustment to other people is greater than in school.

The father of a camper said to a camp director as he enrolled his boy, "Until I went to college at the age of seventeen, I had never been away from home longer than over night. For a whole year I was utterly miserable because I didn't know how to get along with poeple. When my boy goes to college I want him to be more experienced than I was." Unfortunately, all parents are not as farsighted as this father. In fact, it is frequently the case that the child who needs camp most has parents who do not or will not recognize the need.

And this was true too, when it came to building a new council ring. It meant days of hard work but it taught the campers how to plan, organize and complete a project.

Consider the case of Franklin, an only child. The following observations are from the counselor's behavior record:

"Franklin's mother accompanied him to camp and made his bed while he stood by. I offered to assist, but the mother desired to do it herself. When she had finished, she reported that the boy was ill and should not eat anything all day except malted milk which he was to get from the nurse at two o'clock and six o'clock.

"During the afternoon Franklin made several remarks of this sort, 'I wish I was to be here only two weeks instead of four. Camp's all right, but I wish I was home. My mother takes me to the lake every afternoon. Do we have movies at camp? My mother takes me to the movies every Saturday and Sunday.'"

Making adjustments to new people and new situations was difficult for Franklin because a doting mother had catered to his every whim and shielded him from many hardships. Before the camp period closed Franklin's father came to take him home. An uncle had died and Franklin's mother needed him!

Franklin's case illustrates the need; other cases are better examples of success. A visiting teacher persuaded Sam's parents to send him to camp. He had exhibited a variety of anti-social behavior at school and his home situation complicated his difficulties. During his first season at camp he ran away four times. He was negligent in performing his camp duties and sulky when he was checked up. Careful attention to his needs, however, resulted in a fairly satisfactory experience and at the end of the season he reported that he had enjoyed camp. Profiting by the first year he came to camp a second season and his relationships with other campers were greatly improved. A third season found him accepting his share of responsibility readily and taking his place in a tent group without friction. Adequate records were an important factor in Sam's case. A summary of his case came from the visiting teacher when he was first enrolled. His counselor kept a running record of his behavior in camp which was passed on to the visiting teacher at the end of the season. Progress in his case is not a matter for conjecture; the record speaks for itself.

Arthur was a shy boy who came to camp with no skills and no confidence in himself. He could not play baseball, he could not row a boat, he could not swim. Some of his difficulties were traceable to lack of opportunity; many of them were results of his timidity. His first achievement was learning to swim. When he was graduated from the non-swimmers' to the beginners' class, his chin came up and his chest began to expand. Soap carving, however, proved to be his real forte. When his carving of an elephant was exhibited on visitor's day, Arthur was, for one of the first times in his life, really proud of himself. During the early days at camp any camper could make Arthur cringe by a harsh word or a pugnacious gesture. At the end of the season he could no longer be easily intimidated. From a potential recessive personality type he developed into a normal, happy boy.

Learning how to become independent, learning to make leisure time contribute to happy living, learning how to plan and carry out group projects, and learning how to get along with people are important factors in character education. The leadership, equipment, and program of the summer camp are organized to provide these opportunities.

For many years camp literature has quoted the statement of a famous educator, "The summer camp is America's greatest contribution to the field of education." When education is conceived, not as the formalized process of acquiring information, but as a continuous undertaking of developing skills, attaining knowledge, and creating attitudes, this statement assumes new significance. It may turn out to have been a discerning prophecy.

"Probably the greatest social contribution which the camp vacation can make to any group of campers is an experience of successful cooperative life in a group diverse in interests, skills, abilities, but all enjoying common activities. The participation of all in the affairs of a day means more than any play given, any concert produced, any swimming meet, any discussion group. To realize that everyone has something to give and that the best life is possible for all when every person has opportunity to make his unique contribution, is to have learned a cardinal principle of the new social order. The process, not the final performance, is the chief concern of the camp that would lead a group into social living. The habits and attitudes built up in such a group contribute to the making of a more desirable social whole and the camp unit itself is an organic part of that whole."—*Abbie Graham* in *The Girls' Camp*.

Volunteer Recreation Leadership

As evaluated by a member of the physical education profession

It will be interesting for recreation workers to have the point of view of some one outside the immediate recreation field on the subject of the use of volunteers on the playgrounds. We are therefore presenting an editorial from the September issue of *The Journal of Health and Physical Education.*

WITH THE close of the summer playground season, the matter of volunteer leadership again comes up for discussion and evaluation.

A year ago, with municipal budgets depleted and many playgrounds without leadership or partially closed for lack of funds, the experiment of volunteer leadership became a common one. In many cases, experienced teachers served without pay rather than be idle when this important social service was being neglected, and also because it was felt advisable to carry on in this way temporarily rather than to see the program lost. While such professional loyalty is to be commended, it is a question whether municipalities should be encouraged to shirk their duty in this manner.

There is another type of volunteer leadership, however, which gives promise of growing into a permanent part of the playground and community recreation plan of administration. It is one which does not dispense with the regular staff of play leaders but which supplements their work. It adds invaluable services not apt to be found in the regular program. From this standpoint, there is every reason to believe that there is a permanent place for volunteer leadership in the special activity phase of the summer recreation program, for example, in music, handicraft, story telling, nature trips, gardening, art work, and educational trips to printing houses, telephone plants, automobile shops, etc.

Usually where the volunteer plan has been tried it has been preceded by a number of meetings of influential citizens who are strong backers of an educational as well as recreational program of summer activities. By having such a committee or advisory council made up of such civic-minded men and women, and from many walks of life, excellent publicity is usually forthcoming. These people carry weight in their respective communities and as a result of their presence, the newspapers (especially if the local editor is an interested member of the committee) are very apt to sponsor the work with enthusiasm.

In addition to this possibility of extra interest and enthusiasm on the part of influential community groups and the helpful backing of the newspapers, there are other possibilities in the volunteer plan. It gives opportunities to draw upon other recreational facilities previously unavailable for the playground children. For example, one of the members of the community committee may be a college or industrial leader who will offer the use of a swimming pool on limited occasions, or a wealthy citizen may open up private tennis courts at certain hours for playground use under playground supervision. Again, in conjunction with the volunteer service, short-term recreation training courses are usually offered. These serve an educational purpose in enlightening the community on modern recreational needs.

The volunteer plan has additional merit in tying up the playground services with other social service agencies of the community such as the parent-teacher groups, service clubs, churches, Boy Scouts, Girl Scouts, Camp Fire Girls, Y. M. C. A., Y. W. C. A., etc. Representatives from these groups are apt to be found on the advisory council. Leaders in these organizations have a chance to enlarge upon the sphere of their activities. The playground director is the coordinating director of this enlarged and cooperative program. In a sense this program is using many ideas from Scouting and "Y" work but in an enlarged way and with children that might otherwise not be reached.

(Continued on page 164)

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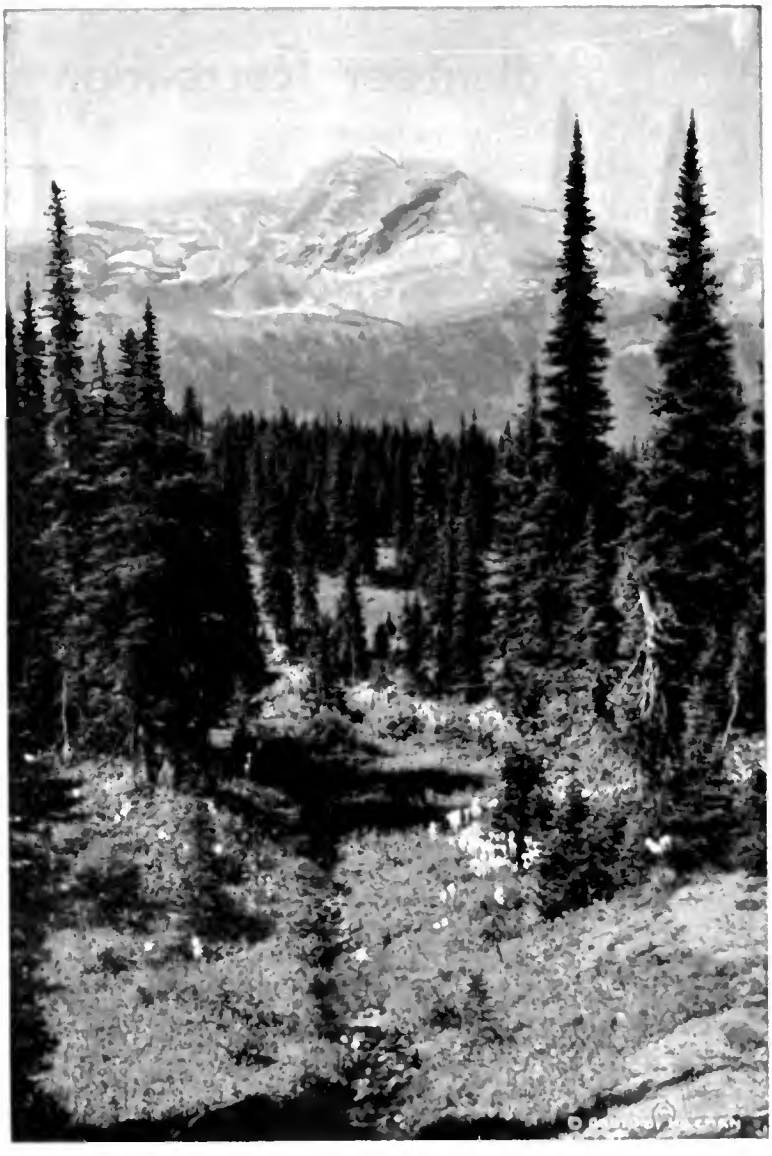
Seeing Nature in Glacier National Park

By
CARROLL LANE FENTON



We offer you the rewards of the hiker who travels along the trail on foot.

SEVENTY or eighty people sit about a crackling campfire. Two of their number sing a duet whose verses hold more joy than sense; a third recites the woes of a Swedish settler and his broncho team. A man in olive-green uniform speaks on wild flowers and trees, and leads the entire groups in favorite glee club songs. Closing, he invites them to hike:

"Tomorrow we'll go to Dawson Pass, a round trip of fourteen miles. On the trail will be forests of lodgepole and fir, a pretty lake among moraines, and a glacier almost too small to be true. Higher, we'll find stunted alpine plants, while the Pass itself will show fossil beds formed in a very ancient sea. There will be magnificent views, too; things to thrill you photographers and others who like to draw. We'll start from the bridge at a quarter to eight; come — and don't forget your lunch!"

This is a typical campfire program, led by a ranger naturalist. He helps visitors enjoy themselves, urges the timid to ride and walk. Without teaching he tells them the story of nature, adding to the store of knowledge with which they view beautiful scenes. In spare moments, he helps pitch tents, offers hints on where to fish, or tells where herds of elk may be found by hikers who go quietly.

The region seconds his varied efforts. Though less famous than the Yellowstone, Glacier National Park peculiarly appeals to those who like to live out of doors, and to temper enjoyment with learning. Its trails are good and rarely steep; unobtrusive roads

Dr. Fenton is a research worker, lecturer and writer who for eighteen years has hunted for extinct animals and lost landscapes. To him hiking and camping are never ending delights.

and boats care for those who can neither walk nor ride. It offers much in three or four days—and it welcomes those who will stay for weeks, or the entire summer. Hotels and simpler cabins wait, while for those to whom vacation means life in a tent there are well equipped motor camps in which real crowds are unknown. Though not the unspoiled, primitive wild, they are never the compact, dusty blocks found in more populous national parks.

Books and essays have been based on the pleasures of riding through Glacier Park: something also should be said of the ease and even greater rewards of hiking. For whatever the timid or hasty may say, one may "do" every major horse trail on foot without incurring discomfort or danger—and he will see and learn more by the way than can those who only ride.

Let us take the item of comfort first. There are three large hotels in the Park and eight cabin groups or chalets. All welcome hikers, who also may stay overnight at the four more remote tent camps maintained chiefly for saddle horse parties. A total, then, of fifteen shelters for those who go on foot, with several others available to those who follow the trails into Alberta. Eight to eighteen miles apart, they demand only easy trips, often with time left to detour on peaks or to fish in clear, snow-fed lakes. One need carry only camera, spare clothing and slicker, since camps provide bed, shelter and food.

Safety is a matter of course. Most trails are well graded and wide: the "greenest" tyro, keeping to them, need not fear accident or over-exercise. This latter point calls for emphasis, since it means that children and those of poor physique may take trail trips on foot with confidence. I have seen a twelve-year-old city boy walk to the crest of Dawson Pass, while youngsters of four or five will be happy on many a lakeside trail. As for some of the so-called strenuous climbs: a portly tourist with asthma, a weak heart and poor arches walked from Many Glaciers to Piegan Pass and back one day and still had time to loiter in woods where birds and whortleberries were abundant. Nor did she take dinner in bed — as some are said to do who ride!

Freedom, beauty and knowledge are the rewards of those who travel the trails on foot. A horse at best is a callous beast that is trained to walk, trot or stop in line, not to humor its rider's desires. That line itself is a formal affair that starts, goes and halts as one, lest its body degenerate into chaos. In it, one may not loiter or dismount at will; nor may he force the whole party to wait while he alone admires some mountain. Yet unless these liberties are enjoyed, the trip may yield small enjoyment and knowledge. Subjecting one's objects to the routine of groups is not a broad pathway to recreation.

Compare, then, the freedom of those who depend upon their own hobnailed boots. They may pause a minute, an hour or a week and still cause no one else discomfort. Their schedule lies between themselves and time; they start of their own accord in the morning and arrive when they are ready at night. Nor do they waste morning hours while guides hunt horses lost during the night:

I ate my dozen flapjacks and
was feeling fine,
But the horses may not show
up until half-past nine;
The guide rode out to find
them, but they must have
flown—
So I sit here at the corral, forsaken and lone.

So hummed one "dude" who had been promised an early sight of mountain sheep on the Continental Divide. His companions were less cheerful, for they already had waited an hour. If those infernal horses only would come!

Hikers, meanwhile, were on the trail. They saw mountain sheep and goats; watched a pica spread its

A tent shall be our home. We pitch it for a day, a week, a season. It shelters us from sun, rain or snow.

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Paths and peaks of the Rockies are the scenes in which the Indian hunter Ah-ka-noosta sought and found the secret of youth. We visit them that we may recapture, not our own youth but that of the earth itself. Come with us through flower-filled valleys, across wind-swept passes, up the trails worn by the mountain goat, where inquisitive deer pause in the pathway—trails that lead into the past, to the days when our ancient earth was young.

Freedom, beauty and knowledge reward those who travel the trails on foot.

hay out to dry on a sunny slab of dark green shale. In that shale were crumpled, pinkish balls that seemed to be primitive fossil plants, and the geologically-minded paused to discuss their age and habits of life. Others climbed to a chilly, windswept slope where tiny alpine willows grew, their catkins six inches from the ground. Our rock-hunter hammered at beds on a cliff, in which large gray fossils lay; the other trained his camera for the view that led to the western mountains of the Park. Shadows in the foreground were too strong, and while waiting for the light to change he sketched a nearby alpine fir clinging to a precipitous wall. The whole day was his to use—and with only eighteen miles to go, why should he hurry and so spoil a film?

Even greater leisure comes to those who camp for a fortnight, a month, or even the whole short mountain summer. Most of them come by motor car, though those who prefer travel by train may rely on buses to carry their goods from one public camp to another. They themselves may ride with their bedding and tents, or may hike from one chalet to the next while their duffle is held until they arrive.

Campers receive chief benefit from the ranger naturalist service. Seventeen people took the trail on that morning hike to Dawson Pass, of whom a few came from the chalets. Two were small children whose parents turned back after two miles beside the lake. One was a boy of twelve who walked the seven miles to the pass and was ready for another trip on the morrow, six were girls of high school age, and the others were young to middle-aged adults. Neither athletes nor mountaineers, they climbed twenty-four hundred feet and returned, yet were ready for a campfire that evening.

What did they gain from this typical trip? First, good exercise and fresh air, in moderation to fit their needs. Second, a series of beautiful views of lakes, mountains, glaciers and trees, seen twice and with time enough for enjoyment. Third, an acquaintance with flowers, trees and birds by the way; with rocks, fossils and the action of glaciers that deepened these valleys and cut steep cliffs. Not a detailed acquaintance, I grant; the naturalist stressed principles that might stay, not minor facts too easily forgotten. But as far as two critical scientists could find, he appealed with almost equal success to children, school girls and middle-aged parents.

The naturalists thus are important links in a national park's recreation program. At the least (some are uninspired men) they give information not to be found in compact official booklets; at most, they become hosts, advisors, guides, teachers and pleasant companions upon the trail.

Yet nature resources of a national park cannot be exhausted by naturalists' programs. Many visitors (chiefly those who hike) work out programs of their own, becoming amateurs in science as they follow valley and mountain trails. Some parents adopt similar methods; partly for their own pleasure and knowledge, partly that their children may gain full rewards from summers

(Continued on page 164)

Like Spring—It's in the Air!

More about hobbies—that fascinating pursuit sure to lead you far afield!

By ERNA D. BUNKE
National Recreation Association

> "Have not the wise men of all ages — not excepting Solomon himself — have they not had their hobby horses and running horses, their coins and cockle shells, their drums and their trumpets, their fiddles, their pallets and maggots, and their butterflies?" — *Tristam Shandy.*

"BY HEAVENS, I love you! I care not who knows it!"

This is *not* the beginning of an old-fashioned proposal!

"Two A. M. in an almost empty subway. Torn newspapers blowing across the floor. A girl sleeping with her head on her companion's shoulder; the sleeper with her mouth open, the other attempting wearily to close it."

This is *not* the opening paragraph of a current story!

"Please hold this letter in your hands a moment and give it a warm welcome, for it comes many miles to say, 'How do you do, Mr. Brown'."

This is *not* the note which a persistent reporter found under the rug!

All three are interesting illustrations of a word that has always stirred imaginative people, and that, more recently, has swept the country with its amazing potentialities. That word is hobbies.

The first illustration brings a valentine of long ago —

"By heavens I love you! I care not who knows it!
I cannot disguise it. Each act of mine shows it.
Be as kind, my dear Nan, and let the world see
That you don't care who knows how fond you're of me."

This is from one of the many valentines owned by Mr. Frank Baer of Cleveland, who has been collecting valentines for more than 35 years and has what he believes to be the finest collection in the country. Mr. Baer is interested chiefly in collecting early valentines and has found this a stimulating and amusing hobby. Another from his collection expresses a sentiment which might be voiced even in these times,

"I love you and I love you not
And there a paradox you've got.
I love your person, not your mind
For there much ignorance I find.
Learn wisdom and I may incline
To take you for my valentine."

The statement beginning, "Two A. M. in an almost empty subway," is taken from the note book of a girl whose hobby is seeking purple patches in New York—an intriguing subject! She watches ships come in, sings with the Communists, visits fish peddlers, rides horseback in Central Park, feeds the squirrels at the Battery, goes to lectures at Town Hall and Union Square and because she is intensely alive and has a fine sense of appreciation of little things, she is accumulating a bushel basket full of adventures.

"But why," this young lady wants to know, "does the world feel that it is a very noble gesture to rise at 4:30 to watch a sunrise, and a demoralizing one to stay up until 4:30 to watch that same streak of silver and gold in the sky?"

The third illustration deals with the hobby of a girl who likes to write letters—letters which she attempts to make so interesting and unusual that the recipient will not only answer immediately, but will answer in a similar, responsive vein. She writes to her friends who are ill or away, doing her own amateurish but decidedly clever illustrations. Her business letters are original enough to receive more than casual consideration. Recently she saved soap coupons and acquired, eventually, six silver tea spoons. She wrote a "thank you" letter and the astonished firm sent her some soup spoons to go with her set.

Hobbies Come Into Their Own

The subject of hobbies is one which is deservedly coming into its own. Every magazine, newspaper and radio broadcast shouts the slogan, "Have a hobby." Lecturers, regardless of their

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designated subject, wander into this alluring field. The president's wife and the shoemaker's daughter are equally interested.

There is a difference of opinion as to the meaning of the word hobby. Some think of it as any occupation participated in when free to make a choice. Others, and this is undoubtedly the more accurate meaning, think of it as an activity with a somewhat permanent interest. Tennis may be merely a recreational activity or it may be a hobby, depending upon the time and interest given.

"Have you ever gone into raptures over shaving mugs, or sighed in despair over old cigar bands?" asks one ardent collector. *"That's* having a hobby."

"If you are just a bit crazy about some special interest—then you have a hobby," adds another collector.

"Yes, and a bit intolerant of the other fellow's interest," says his friend, who is a pinochle enthusiast. "Now I wouldn't give you two cents for all the bridge games in the world."

Whatever it's definition, having an extravagant interest in almost anything is very pleasant and men and women are finding gold mines in the intelligent pursuit of a worthwhile interest. A hobby is a most useful adjunct of life, and one that often helps to preserve life itself. It can bring a growth of knowledge and power, a sense of growing with the times, a constant association with interesting subjects.

There are many people who have no hobby and who frankly confess they do not want one. There are others who seem to lack the motive that lies back of the necessary effort to start a hobby. They say, not very convincingly, "If I had more time"—or "Some day I am going to"—then they go back to smug conversations and effortless recreation. But an amazing number of people do have hobbies, and are finding life a much richer gift.

Dr. George Pratt, a noted psychiatrist, takes a psychological look and gives a warning. "People," he says, "too often ride hobbies because a normal outlet in their lives has been frustrated, a well directed diversion which the individual recognizes as such is an excellent means of preserving mental health, but there is a danger of becoming fanatical about it."

This is unfortunately true. Hobbies are developed sometimes only because the pressure of life becomes unbearable and something must be taken up that will demand whole hearted interest. Under such conditions hobbies are apt to become too absorbing and an abnormal situation is created.

But more often people do not take up hobbies, but are themselves taken up by hobbies. To illustrate this a girl writes, "I have an uncle who is a doctor, and it is a quaint conceit of his to remark laughingly, 'I am not a doctor, I am a farmer.' Surely a doctor's life is one spent in a harness of utmost rigor and compulsion and yet my uncle has never found the pressure unbearable, and has felt no need for release. Then, why

However grave the ills of the depression, it has given many people opportunity to develop skill in their hobbies.

Courtesy California Parent Teachers Association

must he have a garden wherever he is? For the pure delight of growing things. Every one of father's family must grow something and when they get together it is like a meeting of the Horticultural Society in full swing. I believe when we were babies, and they came to see my father and mother, they did not ask first, 'How are the children?' but 'How are the dahlias doing?'"

There is a saying that "Hobby horses cost more than drab steeds," but one of the best features of a hobby is that it may be expensive or may cost nothing. There are four definite types of hobbies —doing things, learning things, creating things, acquiring things, and frequently there is a general overlapping.

The Four Types of Hobbies

The first deals largely with the world of sport and game—fishing, hiking, horse racing, archery, swimming, camping, tennis and the like. Not only active, intensive participation in these activities is demanded if they are hobbies, but also an intelligent study of the history, technique, leaders of each sport.

The second type of hobby—learning things—falls distinctly in the educational realm, for students, philosophers, thinkers. A study of criminal psychology, international amity, the Chinese language, astronomy—these are intellectual hobbies. The art of conversation is receiving some serious consideration these days. In many groups, talk seldom soars above the boundaries of stocks, sport, bridge, women, clothes. One girl said, "I'd hate to have a husband who would always turn first to the sporting page." An unemployed man whose hobby is the study of ancient languages says, "Despite our hurts, we still have the dignity of the mental world."

The third type of hobby, creating things, is perhaps the most satisfying, for it brings an opportunity to appease that vague inner craving to do something inimitably one's own—to be able to say, "I made this."

All the fine arts come under this heading—modeling, wood carving, sculpturing, painting, etching, and some lesser arts; spinning, weaving, knitting, sewing; Classes in appreciation of art are flooded. Art museums everywhere these days are making every effort to assist the layman toward increased enjoyment of art through enlarged understanding. "Today I learned something," a young woman confided. "I had always thought that an artist tries to reproduce an exact scene. It seems that is not so. He tries to reproduce a sunset by expressing the mood induced in him by the sunset, melancholy, joyous, exultant or any of another dozen responses."

Gardening is a creative hobby to which more and more people are turning, as something that sweeps away the cobwebs of every day monotony. Dr. William Manson of Granville, N. Y., broadcast, "Take one hoe, one rake, and apply vigorously to the soil at least three times a week."

A stenographer has a small window box which she watches anxiously for the first sign of something green; and in California, Mrs. Herbert Evans designed a garden so lovely it attracted national attention. There is lively gaiety in some spots and quiet peace in others. Mrs. Evans once dreamed of a blue hillside and so had planted iris, blue Mexican daisies, mountain lilac, violets, and other blue flowers. For two days each year, the garden is open to anyone who wishes to see it, from dawn until dark. She gives each guest a poem. One year it was Lyman's "Come into the garden, friend, for we adore it and wish to share its treasures with thee."

The fourth type of hobby, collecting things, seems to be the most general, and of course means much more to the individual than the mere acquisition of some material objects. One can scarcely collect anything without adding to the store of general knowledge.

Early in 1700, Browne Willis, an Englishman began collecting. His eccentricities were so original as to make him famous.

In America, collecting is said to have begun with James Lenox, who in 1847 bought a copy of the Gutenberg Bible for $2,500.

Collecting old things has a decided fascination, perhaps because every old thing in some degree has a story and so sets the imagination at work.

The list of things which people collect is inexhaustible; some are more unusual than others—original cartoons, penny dreadfuls, primitive airs from the Indians, fleas, ancient drinking songs, international dolls, inanimate things that do not yelp or have to be fed, fireside screens, old tavern signs, steins, sun dial verses. This last mentioned hobby demands travel, for no verse may be copied unless it has been seen on the sun dial. In the Martha Washington garden at Mt. Vernon is one which reads,

"I record none but the sunny hour."

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Plays For The Little Actor

By MABEL FOOTE HOBBS
National Recreation Association

AT THE AGE of nine most children are ready to appear in formal drama. Story dramatization and the increasing use of drama as an aid to teaching in the lower grades have interested many children in the fascinating art of acting by this time. It is supposed that hitherto their little plays have been presented before the classroom or for the sole amusement of a very limited circle of friends their own age. Now they may venture to take part in the assembly program, the public playground performance or perhaps the community's children's theater.

When the little players go before an adult audience, too much care cannot be given to the selection of the play. The plays suggested in the following list have been tried and proved successful through many productions. A number of collections are suggested because many of the plays for children of this age are too short to appear in any other form. Since children like to produce a play quickly and go on to their next production, the director will find the collections an economical way of keeping a supply of plays on hand.

For children taking part in formal drama for the first time the following suggestions are made:

The Dearest Wish by Pauline Oak. A story-telling festival in which a large number of children may participate. National Recreation Association. (Free.)

A Pageant of Play by May Pashley Harris. Especially adapted to playground groups. National Recreation Association. $.15.

The Stolen Tarts by Mabel Foote Hobbs. Seven principal characters and many extras. A dramatization of the nursery rhyme in two short acts. National Recreation Association. $.25.

Childaso, the Health Gypsy by Erna Bunke. A large cast may be used in this play which emphasizes the need of sleep, fresh air and proper diet. National Recreation Association. $.10.

Eleven Plays for Little Children by Edith Lombard Squires. Short plays in verse. Very simple and fun to give on a summer afternoon. Playhouse Plays. Fitzgerald Publishing Corp., New York. $.40.

Everyday Plays for Home, School and Settlement by

"The First May Basket" given by the children of the Betsey Head Playground, Brooklyn, N. Y. A background of screens hung with strips of green crepe paper made a satisfying forest.

Virginia Olcott. Four of the six plays in this collection are especially recommended—"Flowers in the Palace Garden," "The Ruler of the Forest," "The Troll of the Mountains" and "Little People of Autumn.." Dodd, Mead & Company, New York. $2.00. Other excellent collections by the same author are *Patriotic Plays for Young People* and *Holiday Plays for Young People.*

Plays for the Children's Hour by Carolyn Sherwin Bailey. Twenty tested plays, especially adapted to school room presentation, and several helpful chapters on production. Milton Bradley Co., Springfield, Mass. $1.75.

Little Lost Aster by Virginia Olcott. About 20 character. A flower child who wanders away from her garden and forgets her name and home is rescued by the Bumble Bee Police. National Safety Council, New York. $.25.

The plays in the following list are suitable for children who have had some previous experience with formal drama:

Silver Bells and Cockle Shells by Marion Holbrook. Eight principal characters and many extras. The story of Mistress Mary's garden in verse with songs and dances introduced. An attractive outdoor play. National Recreation Association. $.25.

Eight Little Plays by Rose Fyleman. Gay, sedate, humorous or serious, these little plays are charming reflections of the moods of childhood. Doubleday, Doran, New York. $1.25.

Let's Pretend by Lindsey Barbee. Six well-written plays with enough substance to attract the practical as well as the imaginative child. T. S. Denison & Co. Chicago. $1.25.

Little Plays by Lena Dalkeith. Robin Hood, Sir Gareth, Topsy and others from history and literature provide characters for five well-constructed plays. Drama Book Shop. New York. $1.00.

The Crystal Slipper by Marion Holbrook. Seven characters and many extras. Another glimpse of Cinderella and the famous slipper. Children never tire of this subject. National Recreation Association. $.25.

Citizenship Plays by Eleanore Hubbard. A wide selection of scenes that make the development of the country vivid and exciting. Benjamin H. Sanborn & Co., New York. $1.00.

A Child's Book of Holiday Plays by Frances Gillespy Wickes. A rich source of drama material for the days children delight in celebrating. Macmillan Co., New York. $.80.

Harper's Book of Little Plays "The Frog Fairy" is especially recommended. The other five plays represent an interesting variety of authors and subjects. Harpers & Brothers. New York. $1.25.

The King Who Burned the Cakes by Marion Holbrook. Four characters. The absentminded King Alfred is a perennial favorite. Again his ears are boxed by the good wife and again the thrilling news of victory is brought to the exile. National Recreation Association. $.25.

One-Act Plays for Young People Edited by M. A. Jagendorf. Thirteen plays, many of them off the beaten track of plays for children. Delightful, amusing and popular. Brentano's, New York. $2.00.

A Book of Marionette Plays by Anne Stoddard and Tony Sarg. Children have claimed these puppet plays for their own. Red Riding Hood, Jack and the Beanstalk, Hansel and Gretel and Rip Van Winkle are always in demand, and here are plays about them. Greenburg, New York. $2.00.

Indoor and Outdoor Plays for Children by John Farrar. These nine plays were written for children and their parents to present informally during the summer vacation. Noble & Noble, New York. $2.00.

Outdoor Plays for Boys and Girls Edited by A. P. Sanford. Of the twenty-six plays in this collection, ten are for boys between nine and twelve. Washington, Lincoln, Chief Black Hawk, Robin Hood and Rip Van Winkle are among the characters. Dodd, Mead & Co. $2.50.

How the Elm Tree Grew by Marion Holbrook. Four characters and many extras. A nature play based on the fact that some of the large elm trees now growing in New England were brought from England as seedlings by early settlers. National Recreation Association. $.20.

The Enchanted Garden by Constance D'Arcy Mackay. Ten characters and others. A June play for outdoor production. Unusually charming and of literary value. French. New York. $.30. Royalty $2.00.

The Treasurer Chest by Josephine Thorp. Twenty-five characters or more as desired. A pageant-play in which many dances are introduced. Delightful for outdoor production. Old Tower Press, Lockport, Illinois. $.40.

A Garden Cinderella by Edith Burrows. Nine characters and extras. The flowers laugh at the little green worm who wishes to go to the party. Then, like Cinderella, the worm is the fairest guest—a luna moth. Penn Publishing Co., Philadelphia. $.25.

Where Fairies Fail by Mary McKittrick. Seven characters and extras. The kindness of two children accomplishes more than fairy charms. Old Tower Press. $.40.

Bruin's Inn by Anne Townsend. Four characters and extras. Joe and Betty learn from the forest animals what harm they have caused by neglecting to put out their camp fire. National Safety Council, New York. $.25.

The Lost Camping Place by Mary Foote. Nine characters and extras. The favorite camping place of the children is destroyed through their carelessness in leaving their camp fire unguarded. Dances of fire spirits and winds are introduced. National Safety Council. $.25.

The Cracker Conspiracy by Anne Townsend. About twenty characters. The Brown children learn that a safe and sane Fourth of July has its advantages. The firecrackers themselves are members of the cast. National Safety Council. $25.

Little Plays for Little People Edited by A. P. Sanford. A collection of plays for holidays and special weeks observed in the schools. Dood, Mead & Co. $2.50.

NOTE: All the plays listed other than those issued by the N. R. A., may be obtained from the Drama Book Shop, 48 West 52nd Street, New York.

Nature for Leisure

By SETTIE HIRSCH

Ability to recognize trees and flowers by name adds to enjoyment of leisure spent in the open.

MORE AND MORE in these days of social reconstruction when more leisure is anticipated, the individual must be referred to his inner self, that self which, when all is said and done, is the only satisfying security attainable. The loss of money and material things has created havoc with many of the superficial enjoyments hitherto obtained from extraneous pleasures. Most of us are no longer able to spend hard earned cash for recreations which are all the more needed since life has become more complicated, the means of livelihood more precarious and leisure time greater. The NRA through lengthening the hours of leisure has intensified the problem of using non-working hours in a way which will make them recreational, satisfying and economical.

There is one vital phase of the use of leisure which should be stressed. It is the recreation which comes from the study and understanding of nature itself, the nature by which we are surrounded and which to most of us is the great unknown. Much stress has been laid, and rightly so, upon the use of painting and sculpture as emotional and recreational outlets for leisure time, but there are innumerable people who can never learn to draw, whose sense of color is non-existent and who cannot use their hands sufficiently well to arouse enthusiasm for the use of leisure through manual arts.

Nature can be appreciated by every one. Who does not love a flower, a bloom, a bird, a tree? And they are within easy walking or riding reach for all to enjoy. While this enjoyment of nature is pleasurable and desirable, the use of nature-in-leisure which I would recommend goes deeper; it is the study of nature's various phases not in their most scientific form, but in a way which will bring about a close and intimate acquaintance with nature. This can be done by learning to know the names and kinds of trees we see as we walk, their bark and leaf arrangement, to know a flower by its habitat, where and how it grows when wild; to recognize a bush in spring by its blossoms, in autumn by its fruit, and to get a thrill when suddenly coming upon a variety you know and to experience the feeling that you have met a friend. These are the pleasures of leisure that can be obtained in any park or woodland, but knowledge alone is the open sesame to these joys.

In America the inculcation of this knowledge has been sadly neglected, and we have not imbibed it, as the European has, from childhood on. So slight is our acquaintance with nature that even when walking through fields with people brought up in the country, one may ask the common name of almost any ordinary tree, flower, bird or bush and for the most part be met with ignorance. Surely the ability to recognize by name would bring the joys of nature nearer, and in time would lead to a closer study and an un-

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derstanding which would mean much to the individual and his leisure. Things learned are living things!

Studying Nature in the Open

One reason for this lack in America is that our public schools fail to take cognizance of the practical value of studying nature in the open. Who in his travels in Europe has not seen large groups of children with botany boxes at hand roaming the woods in charge of teachers ready to give instruction in detail about what is seen? This is to a great degree responsible for the adult European's joy in his woods and the amount of time he gives to them during his leisure hours. He is also stimulated by his museums and universities where curators and professors are constantly asking the public to join them in Sunday and holiday hikes and helping to inspire and teach the individual to appreciate the value of what he sees in the out-of-doors the year round.

To stimulate children in their love of nature is very simple. All children respond quickly to plant and animal life, and childhood is the time to inculcate a real and lasting love of nature to the end that the child who will be the adult of the future will develop the thrill of knowledge as part of his joy in life.

To demonstrate how children can be directed to the study of nature, let me tell you of a group of youngsters whose only contact with the open had come from a room in a school functioning in the most congested part of the city, where a private organization, the School Nature League, with headquarters in the Museum of Natural History in New York, was operating in an effort to bring nature to the school child. The room was open to the street, and the children would come in after school hours to browse about and learn to know wild flowers, branches of trees, shrubs, and even some live animals at close range. Many of these children had never had the joy of seeing a blade of grass grow; yet when some of them were taken to the country for the first time they jubilantly recognized and named spontaneously the different kinds of oaks, willows, and wild flowers, such had been the impression made upon their young minds by their acquaintance with nature indoors. Surely such knowledge will mean much to the leisure hours that are gradually increasing in our changing world. Things learned from the inside are valuable because they are felt and become a part of us; nature learned from the inside can become a constant stimulation and recreation.

My plea is for classes of school children to be taken to the open and taught there to know what they see, so that each growing thing will have a value of its own. I am also asking that it be made possible, through work relief funds, for the many college graduates who have specialized in botany and kindred subjects and who are at the present time unemployed, to take to the great out-of-doors groups of men and women, and reveal to them the secrets of nature, thereby giving to leisure hours a fuller and richer meaning.

There is no reason why we should not stimulate interest in nature as we do in painting, sculpture or short story-writing—the more so as this form of recreation with all its spiritual values is easily accessible.

"There is a fundamental need for a closer intimacy between the child and the world of nature than is ordinarily recognized in our educational systems. It is true that unless one is to be a navigator or an astronomer one has no real need for knowledge of the stars. It is true that we have provided against all except the most violent extremes of weather. It is true that we get most of our flowers already cut, our beans already baked, and that our food and fibre plants and animals are ready to eat or wear without any need on our part to know the conditions under which they lived when they did live. Yet it is the absence of such knowledge about the structure and workings of our material world and of our organic environment that constitutes for the mass of people the emptiness of ages into which are poured freak religions, health fads and perverted cults. The young child who has the opportunity to learn the stars and the weather, the birds and the bugs, the soil and the water, through intimate contact, identifies himself with the universe in a way that seems almost impossible for a child who has somehow escaped such contacts. He may, perhaps, acquire later as a part of formal study his knowledge of the requirements of living things, of their dependence upon air and light and water and food, of their varied ways of responding to changing conditions, of their relations to one another and to man, of their distinctive capacities. But knowledge acquired at first hand through the early years gives one a feeling for the essentials which school processes can seldom assure."—Benjamin C. Gruenberg, *Child Study*.

The Dawn of a New Era for Tennis

By IAN EISENHARDT
Supervisor, Playgrounds and Recreation
Board of Park Commissioners
Vancouver, B. C., Canada

From all parts of the United States come reports of increase in tennis playing, of improved, but never adequate, facilities, and of a growing list of tennis fans. And now from Canada comes testimony to the great popularity of the sport in the public recreation program.

IN THE LAST two years tennis has increased greatly in popularity, and the year 1933 saw many exciting tournaments throughout the world and many thrilling events by players of all nationalities, including the capture of the Davis cup by the British team. While the world at large has heard of these major tournaments at Wimbledon and Forest Hills, many other tournaments were played equally interesting to their participants and spectators which, however, were less well known and were never given widespread publicity.

Vancouver, B. C., held its second public courts tennis tournament sponsored by the Park Board and the *Vancouver Daily Province*. It was not a commercial undertaking, and there were no entry fees, the expenses for balls and prizes being met by the *Daily Province*. Just one condition was made—namely, that players belonging to the big clubs should not be allowed to play in order that the tournament might be more interesting to the average player. The number of entries received was record breaking. For the seven events there were 830 registered.

We had one week, Monday to Saturday inclusive, in which to run off the tournament and at first it seemed an impossible task. It took three nights to make the draws, and a committee of six worked from 8:00 to 12:00 P. M. and sometimes later. When at last the draw was made it was found that twenty-three score sheets had been used.

Park Commissioner R. Rowe Holland opened the tournament Monday morning, July 24th, at 8:00 o'clock. On the first and the second days more than 600 matches were run off and 19 courts were in constant use. At times four additional courts situated nearby were brought into play.

In the "paddock," the space near the committee tent, draw sheets and the information desk were placed. Around this space on benches sat the waiting couples. As soon as one match was over a signal was given to the next couple on the waiting list to go on the court.

The committee worked indefatigably to make everything run smoothly. The chief worry was to arrange matches among those who had marked their blanks "only in the morning" and those who had indicated they were free only in the evening. Several young men placed themselves and their cars at our disposal and participants were sometimes called for and brought back after the game. As soon as the games were over on one day the results and draw for the next day were typed out. Lacking other lighting facilities, we were forced to use the headlights from an automobile.

When a player arrived he checked in and sat down near the committee room. Immediately upon the arrival of his opponent the names were called and the two players went on a court if one was vacant. The winner of the match was responsible for reporting the result and returning the three balls used. No score was registered before the balls had been checked in. In this way very few of the thousand balls used were lost.

Young and old mingled on the courts and there were many father and son combinations in the men's doubles, as well as mother and

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The Construction of Pedestrian Paths Along the Highways

THE MOVEMENT for the construction of paths for pedestrians along highways, referred to in an article appearing in the June 1932 issue of RECREATION, has received an impetus under the provisions of the Public Works and Civil Works Administrations. This type of project qualifies for Federal aid from these funds because it meets a definite public need, provides much hand labor and can be carried on to advantage over large sections of the country providing emergency relief labor for large numbers of people near their homes. It has been pointed out that no other type of construction so closely conforms to the definitions of desirable projects, especially those set down by the Civil Works Administration, than do the grading and base preparation for highway sidewalks. In addition to providing work for large numbers of unemployed, they create a much needed public improvement requiring little maintenance expense and contributing greatly to public safety.

Courtesy Highway Engineer and Contractor

Several individuals interested in hiking have expressed the opinion that to attract hikers and to be most suitable for recreational walking, footpaths should have a surface resembling as nearly as possible natural soil conditions. Highway engineers and others experienced in road construction believe, on the other hand, that unless walks are smooth and equally satisfactory for walking as the surface of the road along which they are constructed, pedestrians will not be likely to use them. Since periods of inclement weather and seasons when the ground is in poor condition for walking are the times when pedestrians are most likely to walk on the paved highways, it is important that walks which are constructed be in condition for use at all times.

According to the State Highway Commission in Wisconsin where a considerable mileage of footpaths has been constructed under both NRA and the CWA programs, the design of the paths is as follows:

"Excavation to a depth of 5 inches is made below grade. This excavation is back filled with about 3 inches of loose gravel, cinders or other coarse material. On top of this coarser material is placed a 2 inch layer of finer aggregate with a proportion of sand, and the top surface is bound together with tar or asphaltic oil, and the whole rolled. The surface is then seal coated and a small amount of torpedo sand applied to the seal coat.

"These footpaths are being constructed not along the shoulders of the road but along the fences and right of way lines following the general contour of the ground except where water is liable to accumulate where a fill is made, and the footpath constructed above water level. We have endeavored in our work to construct a smooth walk because we realize that unless the walks are smooth, they will not be used, and have endeavored to make them as cheap as possible in order to get the maximum mileage with the funds available."

Because of the years of experience in the construction and maintenance of footpaths along the parkways of the Westchester County (N. Y). Park Commission, the opinion of Mr. Herman W. Merkel, the General Superintendent, is of special value:

"I do not believe that the ordinary cinder path such as we have built through most of our parks is sufficiently durable for use along highways. In congested areas along our parkways or where the walks are used to cross to railroad stations or for other purposes than occasional pleasure hiking during good weather, we have had to place a bituminous top on all of them. The same is also true where there is any slope on which the cinder path would quickly wash away.

"I firmly believe that bituminous-paved walks are ideal for the sidewalks along highways except where such highways run through towns or villages. In these places concrete sidewalks should be laid.

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"The specifications for the construction of these paths will vary greatly with their location, the character of the soil on which they are laid and the drainage problem, and I do not believe that any hard or fast specifications can be established, but I would say that for bituminous walks, a layer of from four to six inches of coarse or gravel well compacted with a three-inch top of bitumen laid by either the pentration or the pre-mixed process would be sufficient in the rural areas."

The movement for the construction of pedestrian paths received impetus when a resolution was adopted by the Special Board for Public Works stipulating that after January 1, 1934, all loans or grants to finance public highway projects shall contain provisions to ensure that the rights-of-way for such highways shall be at least 150 feet wide and that footpaths shall parallel them.

No special specifications for walks along the highways have been prepared by the highway departments in New Jersey, Louisiana, New York or Massachusetts, although their construction is authorized by law. In the last named state, "Footpaths or sidewalks have not been constructed unless the city or town in which the sidewalk is located has agreed to construct a hardened surface after the grading has been done. No special type of hardened surface is required, therefore, we have no specifications which have been used for the purpose."

Under the New York law, "A town may petition a county for the construction of sidewalks along a state highway. If the county consents, it must pay 65% of the cost and the town 35%. The only way the State comes into it is that it must approve the plans for the sidewalk — the object being, of course, to see that the sidewalk is so located that pedestrians will not be endangered or that the sidewalks will not be destroyed through future development of the road."

According to the Louisiana State Highway Engineer, "No work of this nature had been done by this Department prior to the Recovery Act work and the work which is now being done is located inside of municipalities where the requirements are for a standard sidewalk."

Legislation passed in 1933 authorized townships of both the first and second class in the State of Pennsylvania to construct walks along the highways. The law relating to second class townships specifies that supervisors may construct sidewalks of board, plank or cement or other suitable material along the highways through towns and villages in such townships.

Courtesy Highway Engineer and Contractor

The importance of footpaths as a feature of highway design and roadside improvement is recognized by the Bureau of Public Roads of the U. S. Department of Agriculture. In a series of charts prepared by William H. Simonson, Landscape Architect with the Bureau, and published in *The American City* for January 1934, footpaths are among the features considered. Diagrams indicating the approximate distribution of area in 100 feet and 200 feet right of way sections for two and four lane highways, respectively, show 10% reserved for footpaths. Illustrations of roadside improvements for both urban and rural types of highways show locations of walks for pedestrians. In every instance these walks are at a considerable distance from the paved highway, generally with an intervening drainage ditch and landscaped area.

Among the problems requiring study and discussion by the Division of Subsistance Homesteads of the Department of the Interior are listed "the character of roads and footpaths." This indicates that provision for pedestrian travel is recognized as a problem worthy of consideration by the Federal Government.

In "Planning the Roadside," issued by the United States Department of Agriculture as Farmers Bulletin, No. 1481, there appears a series of diagrams illustrating suggested methods of developing and improving highways of different widths and types. Each of these many diagrams contains provision for a footpath bordering the paved section of the highway, at least on one side. In a number of instances these footpaths are at a considerable distance from the paved section and in many cases they wind along between plantings. It is clear that the provision of footpaths along highways through rural sections is recognized as a desirable feature.

How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

The background of a play is a very important factor in its success, Mr. Knapp points out in this article in which he discusses various types of scenery, tells how to make them and discloses the secret of producing beautiful effects at a minimum expenditure of funds.

Suggestive and realistic scenery each has a place.

THE TERMS "stage scenery" and "stage setting" are not quite synonymous. "Scenery" is the physical background of the stage against which the actors are performing. "Stage setting," as the term is usually used, includes not only the scenery but the furniture, properties, and other visable accessories which complete the stage picture.

Every play must have its background or scene. There are many different kinds or styles of scenic design. There are realism, futurism, plasticism, cubism, stylism, constructivism, and many other "isms." For simplification we can divide all scenery into two classifications, "realistic" and "suggestive."

The terms explain themselves. Realistic scenery strives to create a "real" impression in the minds of the audience. If the action of the play takes place in a drug store, the scenic artists construct, as far as the sight of the audience is concerned, a drug store upon the stage as real in appearance as they can possibly make it. Suggestive scenery makes no pretense at appearing real. It merely suggests to the audience the place and atmosphere of the action. The drug store in a suggestive setting might be designated by having upon a gaily painted counter a large stylistic pestle and mortar carved out of bristol or compo board and painted. An apothecary scale made in a similar way might be placed upon the other side of the stage for balance, and two large painted cardboard bottles might be placed up center against a draped background. It suggests "drug store" to the mind of the audience, although certainly it does not look like one!

Each type of scenery has its place. The majority of plays require a realistic setting, a few (fantasies and allegorical plays) require a suggestive setting, and some plays (historical and geographic plays, satires and tragedies) may be done in either manner.

Scenery is often neglected by amateur groups, because of lack of funds, of knowledge, or of interest in this phase of stagecraft. Attractive and effective settings, however, can be made very inexpensively and scenic design and construction can be as fascinating as any other phase of stagecraft.

Good stage scenery is seen only the first few moments of the play. Then it is forgotten and the audience watches the actor. Why, then, spend time, effort and money to create only a momentary impression? Simply because poor scenery is seen all during the play. It may be so inappropriate as to distract or confuse the minds of the audience, so spectacular that the actor is lost against it, or so cheap and tawdry that the illusion of perfection necessary for every good production is lost.

A good stage setting not only tells the time and place of the action, but suggests the atmosphere and tone of the scene. Atmosphere is the mental or emotional state to be aroused in the audience. Tone might almost be referred to as physical atmosphere. Every condition has a number of tones. For instance, the scene is to suggest poverty, but one tone of poverty lends itself to simplicity, humbleness, contentment; another to filth, squalor and vice. One tone of wealth may be culture, beauty, refinement, while another may be self-indulgence, egotism and wild revels.

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Perhaps the most useful piece of scenery that can be installed is a drapery setting. This consists of curtains hanging in folds across the back of the stage forming the back drop, and across each end of the stage. Or the ends of the stage may be masked with wings made of the draperies. The drapes begin up in the flies, or at the ceiling, and extend to the floor, hanging in full folds. Instead of having the drapery all in one large piece, it should be in strips, each strip overlapping its neighbor a few inches. This makes them much more mobile. Entrances and exits may be made at any place, short strips may be inserted for doors, and strips with a window cut into them may be put in where desired. Drapes hang more gracefully, and are easier to put up or take down. If they have a tendency to pull apart, pin them together. They may be hung from wires tightened by turnbuckles, or from small light lead piping.

If only one set of draperies is available, gray is to be preferred. It forms a soft neutral background, and can be made any color by throwing a light of the desired color upon it. Black, white and dark green drapes are also useful for various settings.

Draperies can be made of any number of materials. The least expensive is misprint cretonne which is purchased by the pound. It is flimsy, however, and too transparent if there is light behind it. Heavier materials are more satisfactory. Osneberg is very inexpensive, is quite heavy, and dyes well. Flannels form attractive drapery settings and are beautiful under light. They have one drawback, however; they are inflammable and care must be taken when using them. More durable and satisfactory materials, (also more expensive) are rep, monks cloth and cotton duveteen.

The drapery setting belongs to the suggestive classification, and makes a formal and neutral background. Practically any play may be produced with them. If the setting is supposed to be a hovel, broken, battered furniture, a few boxes, a kerosene lamp flickering upon a table, and the stage lighted with dim lights create the effect. If a palace is called for, a couple of ivory pillars (made of painted building board or enameled stove pipes) may be set against the drapes, a gold chair placed upon a draped throne, the stage lighted with rose and violet lights, and the palace is complete!

Since drapes are so easily used, however, there is a strong tendency to overdo a good thing and use them for everything, until the audience becomes tired of them.

Flat scenery is easily made. The frames are constructed of seasoned wood and covered with canvas or osneberg. The cloth is then sized and painted. The flats are lashed together with ropes and cleats. Most play production books have a chapter on scenery making. Flats may be painted over and over again, and gain in richness and tone with each painting.

For realistic living rooms or dining rooms, wall paper may be used. It is tacked over an old set of scenery and taken off after the performance. This does not hurt the scenery in the least. Shades of blue, gray and oatmeal may be obtained inexpensively. They take light beautifully and form attractive and realistic backgrounds.

For log cabins and huts an old setting may be covered with heavy brown wrapping paper, and the logs or rocks sketched in boldly with charcoal and high lighted with white chalk. This, of course, may also be removed after the performance is over.

For oriental settings, palace walls, etc., a framework of wooden strips may be erected about the stage, building out balconies, gables, windows and arched doorways as desired. The frame work is then covered with stretched chicken wire. Newspapers are soaked in a solution of glue and water and wadded into the chicken wire. After the setting is dry it may be painted with calcimine, and designs painted in as desired with other colors. Beautiful and rich settings may be fashioned in this manner with some labor but very small expense.

Outdoor settings may be built easily and inexpensivly. First the stage should be equipped with a cyclorama. This is a large piece of material, either white or very pale blue or gray, stretched about the back of the stage in the form of a half circle. Canvas is generally used, although osneberg is also effective. It must be stretched tightly, without a fold or wrinkle. It may be held in place by two pieces of lead pipe bent into the half circle desired, one fastened to the ceiling or suspended from the flies, the other lying on the floor, the cloth being stretched between them. The cyclorama when lit represents the sky, and looks very airy and distant.

The horizon is made of a long length of building board or a framework covered with canvas. It is about two feet high, long enough to reach

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County Grounds for Recreation

By HENRY S. CURTIS, Ph. D.
Ann Arbor, Michigan

IN OUR LEISURE TIME, unless it is very limited, all of us naturally turn away from the city with its noises and rush and nervous tension to conditions such as prevailed when the world was young. For the human nervous system has known the city for only a few milleniums, while its association with woods and streams and the open sky goes back to the time of Neanderthal and beyond.

The city offers the movie, the dance, the night club, and an intimate association with others, but these have little to offer a tired brain or depleted vitality. On the other hand the out-of-doors offers to us the open sky, the sunshine, the grass, the trees, the flowers, and all animate things. Most of those activities that belong to the far off history of the race, even though they may be laborious or even painful, are still restful.

It is surely more laborious to hunt for your dinner in the forest than it is to buy it at the corner store, but what sportsman would not prefer the former method, even though it involved many miles of walking with climbing over logs and rocks along difficult trails. Even the perils of the wild, its savage beasts and savage men, the dangers of the rushing stream, the thin air and blizzards of the Alpine height give us a thrill that stirs old racial memories and make us feel alive! We gladly work hard to build our house in the woods or make the bivouac and find it restful.

There is apparently at our doors an opportunity such as was never offered to a great people before. The White House study of Social Trends states that due to the new technical efficiency, our decreasing birth rate, the dropping out of immigration, and the loss of our foreign markets, we now have about 55,000,000 acres in cultivation more than we need. Ever since Secretary Wallace has been in office, he has been saying we have too much farm land, and in one way or another we must get 40 or 50 million acres out of cultivation. At the meeting of the economists in Philadelphia a short time ago, Professor Tugwell, Assistant Secretary of Agriculture, announced that the government had set aside several million to buy up land in four states in order to take it out of agriculture. This was to be marginal land, which is at present ruining the farmer who attempts to work it, and is putting a surplus on the market, thereby bringing down the prices for all, often below the cost of production. He said that if this experiment worked in these states, the government planned to put $350,000,000 into this project in order to buy up 50 million acres of land. This land to be used largely for recreation as forests, game preserves, and parks.

There are 3200 counties in the United States, with perhaps 2000 agricultural counties. If 50 million acres of land were divided equally among 2000 counties it would give each county 25,000 acres of land, which would constitute a goodly forest and game preserve. Distributed over the county, it should secure most of its scenic and historic locations for parks as well.

The land which the state and the United States have bought in Michigan during the last decade, amounting to more than a million acres, has cost about three dollars and a half an acre. It would seem that the seven dollars per acre allowed in the estimate should be ample, for much of the land that should be secured would be eroded hillsides or abandoned farms, or marshes or low lakes, which offer the best possible havens for waterfowl and fur bearers but which are nearly worthless for other purposes. Naturally as much wood-

During the depression there have been many helpful statements made by leaders in many fields regarding the value of recreation and the need for maintaining governmental expenditures for it in spite of the general need for economy in local government. It is interesting to recall that Dr. Curtis in his book, "The Play Movement and Its Significance," published in 1917, incorporated a very effective chapter on the cost of playground and recreation services in which he gave at that time as justification for expenditures for recreation many of the reasons now being advanced by thoughtful people.

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land as possible should be included. Most great estates of England have their hunting forests, but this plan would give a hunting forest to the people of every county. In a game preserve animals and birds soon learn that they are protected and become nearly as tame as domestic animals. Wild geese in Golden Gate Park, San Francisco, will very nearly, if not quite, eat out of your hand. The forests of America at the time of settlement were full of game. The forest and the game refuge go admirably together, and a comparatively small protected area will supply game to a large outlying country.

We are at present growing only about 25% of the timber we are using. Every community ought to have in its neighborhood a permanent supply of the wood and timber which it needs. In the long run, timber and game are the only profitable crops that can be grown on this marginal land.

If every county has a county forest, it will have also a camp site for the boy and girl scouts, the 4H clubs, the playgrounds, and any other groups who wish to camp out. Every boy and girl ought to have this opportunity for a time each summer, and sooner or later I hope every high school, at least, and perhaps many of the elementary schools are going to provide the opportunity for their students as much as they offer classes in Geography or Latin. If we are seeking a use for leisure time, the most wholesome use for the most hours lies in a love of the out-of-doors. In this time of increasing leisure, every county needs to provide these leisure time opportunities as much as it does a court house. The schools should encourage and develop a love of birds and trees and flowers.

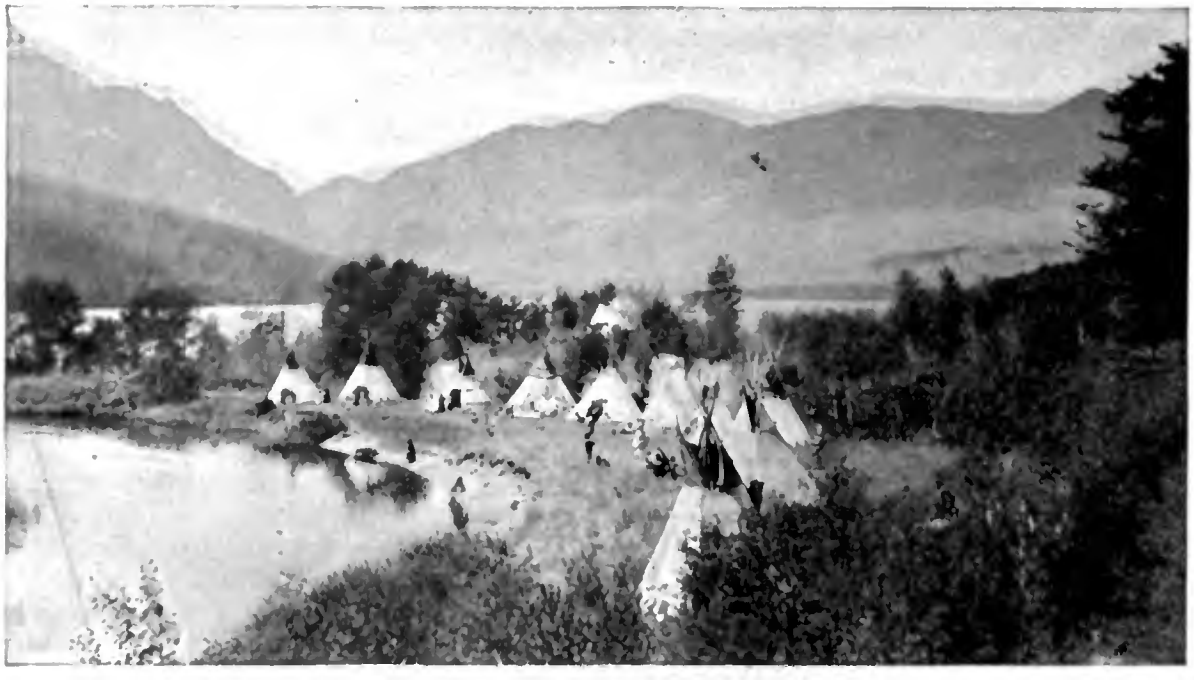
These park sites will also furnish opportunity for tourist camps, for picnic groves, for bathing beaches, for golf, tennis, and other forms of athletics. With a 30 hour week, adults are going to have much more time to hunt, fish, camp out, and play outdoor games. The community must prepare for it.

The time is peculiarly opportune to secure such a system, because there is much farm land that has ceased to have any value and which is going back to the state from non-payment of taxes. The farmer would really be better off to give his farm away than to attempt to work one of these marginal areas under present conditions.

The country is looking for work for the unemployed. The reforestation of these tracts, the building of roads, the making of bathing beaches, developing camp and picnic sites and athletic fields would give work to many.

There are probably in the neighborhood of

Are we at the beginning of a new day in outdoor life when we, too, shall live closer to nature?



Courtesy D. Carol Lane Fenton

one hundred thousand rural schools in America. Most of them have less than half an acre of ground. They need at least two acres for a playground alone; while if they are to have gardening and nature study, as most of them should, they need at least five acres. It would be much better to buy or lease this ground for the schools than to hire the farmers to let a portion of their land lie idle and grow up to weeds. For the department to set aside a quarter million acres for the schools would be only an incident in a 50 million acre allotment.

A word regarding the expense involved. A few of our state parks are already self-supporting, and others are approaching the economic condition through the sale of wood, the renting of camp sites and the ordinary proceeds from their bathing beaches and golf grounds. In the "process of the years" the timber and game from these areas will be far more valuable than any other crop they might raise. The fur bearers and game offer a large annual return in money and food as well as in fun. Pennsylvania estimates the value of its game alone at $7,500,000 a year which would be 3% on $224,000,000, nearly enough to buy the whole system of parks, forests and game preserves proposed. The tourist crop is dependent almost wholly on the opportunities for recreation offered. Michigan estimates that tourists bring more money into the state than any of its industries except the automobile. One of our leading citizens and editors has recently said our annual return from this source to be $270,000,000, which would be 3% on nine billion dollars.

Of course most of these financial estimates are mere guesses. We are far more interested in the social returns, and here we can be more accurate. Such a system for each county would offer an opportunity for recreation to everyone, whether his interest is in golf, or hiking or swimming or hunting or fishing or camping. Perhaps no other country is rich enough to provide in every community the facilities for the recreation of all, from the school children to those who merely wish a scenic drive with a chauffeur.

Good roads and the automobile have made the country accessible as it never was before. While we need our city parks as breathing spaces it is no longer necessary to put all our recreation areas within the city boundaries. Prof. McKenzie's study in "Social Trends" shows that our densely populated city interiors have lost twenty percent of their population in the last fifteen years, while the metropolitan areas lying round about have gained 50%. Wealthy citizens are largely building their fine new houses outside the city limits in order to have larger grounds and cheaper taxes, as the nobility of Europe has always done. Workingmen are moving out in order to have a garden and cheaper rent. Slowly the smaller industries are moving into the smaller towns. Henry Ford says in his autobiography that as soon as possible he intends to break his Highland Park plant up into a thousand plants which will be located in the small towns and operated by a local water power.

There are many things about the Government's plan which have not been definitely determined but if it works out in general as it has been outlined, it will be the beginning of a new day for outdoor life.

NOTE: The plan mentioned by Dr. Curtis for the diversion of marginal lands is outlined in the following announcement which appeared in the *New York Times,* January 4, 1934:

"Twenty-five million dollars has been allotted for the removal of submarginal lands from commercial crop production according to the announcement of the Emergency Administration of Public Works. This will turn to forest or non-crop status 40,000,000 to 50,000,000 acres unfit for farming. Submarginal lands taken out of production will be used for additions to the national domain, Indian reservations, national forests and parks. The three major areas in which it is understood the taking over of the worst farm lands will first be undertaken include sections of the Eastern Appalachian highlands and costal plain, the cut-over timberlands along the Great Lakes and the arid region of the Western Great Plains.

"A plan for the diversion of some of the marginal lands for the breeding of migratory and upland game birds was also offered by Secretary Wallace. Full development of the game-bird resources should give full-time rural employment to from 30,000 to 40,000 men and eventually utilize 50,000,000 or more acres of land according to a statement of the Department of Agriculture."

The February 28th issue of the *New York Times* announces the decision of the Land Policy Committee to purchase immediately $25,000,000 worth of marginal farm land. Secretary Wallace estimates that the total acreage secured will be between 3,000,000 and 5,000,000 acres. The main problem, he said, will be to conserve the human interests. People living on these lands will be assisted in finding homes elsewhere.

WORLD AT PLAY

More Hobby Exhibits

HUNDREDS of people trouped into the auditorium of the Outlet Company in Providence to view a collection of exhibits representing the products of spare time work done by local people. It was the first hobby show to be sponsored by the Leisure Time Activities Committee, Inc., of Providence, and many people contributed to it. The exhibits ranged from such miniature attractions as wampum and arrowheads to such an elaborate project as a marionette stage complete with characters and lighting. This stage represented the major efforts of two members of a family and the incidental contributions of three other members of the same family.

Stix, Baer and Fuller, a department store in St. Louis, held a hobby show with over forty exhibits and demonstrations "of all the happy and productive things one can do in spare time." Talks and demonstrations were given by recognized authorities.

A Memorial Wading Pool

ARTHUR BRISBANE, the well-known newspaper man, was born in the old mansion now used as the Batavia, New York, City Hall. Austin Park, which is directly behind the City Hall, contains a beautiful large concrete wading pool, landscaped with a fine rock garden effect. Mr. Brisbane is the donor of this pool which he gave in memory of his father. The simple inscription on the tablet reads: "This pool for children was built by one of the children of Albert Brisbane." The pool formed an important part of the very successful playground program last summer.

Los Angeles Completes Playground Contest

IN April the Department of Playground and Recreation of Los Angeles, California, completed its city-wide backyard contest conducted in cooperation with the Tenth District Parent Teacher Associations. Neighborhood committees comprising representatives of the P.T.A., municipal playgrounds and schools, inspected all the entries in every district under the supervision of the Parent Teacher Fathers' Councils of each neighborhood. Judging was based on the degree and quality of recreational development accomplished by backyard owners within the four classifications of the contest, which offered competition for yards developed at unlimited cost, at a maximum of $15, at a maximum of $5, and at no cost at all. The best yards in each class in every neighborhood received certificate awards and qualified for city-wide judging. Owners of winning backyards were honored at the annual Tenth District Parent Teacher Convention in Los Angeles.

School Workshops For Adults

THE Detroit, Michigan, Board of Education last winter opened the workshops of five of its schools in order that adults of the city might have an opportunity to follow their hobbies or to gain a practical knowledge of machinery. The courses were informal. Unless instruction was asked for each person worked on what he liked and came and went at any time. Competent instructors were in the room to give advice. There were no fees and no expenses except for materials.

New Recreation Building for Framingham

THE City of Framingham, Massachusetts, has used most advantageously federal and town welfare funds to develop its playgrounds and athletic fields. With $28,000—$16,000 of which was for labor; $5,000 for materials and $7,000 appropriated by the town—a splendidly equipped field house has been built on the large centrally located athletic field. The building contains well-appointed locker rooms, showers, toilets, large common rooms and a fine heating plant. It is divided into two sections—one for the use of school pupils, the other for community use. Each sec-

tion has its own showers, locker and club rooms. The large club rooms are about 50x30 feet. The basement contains a long room which may be used for floor games, such as shuffleboard, ping pong and similar games.

A Social Club for Young Men and Women—Filling a distinct need of unemployed young men and women of Mount Vernon, New York, is an organization known as the Prometheus Social Club which makes it possible for young men and women to enjoy recreational opportunities together. There are twenty-two members between eighteen and twenty-five years of age who meet once a week at Campbell House. During the year they held group theater parties, dances, group parties, picnics and debates.

Bowling in Memphis — Sixty-six teams of women bowling under the auspices of the Park Board is the interesting report from Memphis, Tennessee. In order to make the expenses as low as possible, an afternoon program was started last year with a membership fee of 25 cents. Members bowl three games at 15 cents a game and each week contribute 5 cents for the prizes awarded at the end of the season. In November, 1933 a well-known woman bowler conducted a school for beginners. Over 350 women enrolled in this school which was held for five days at the recreation alleys. At the end of the school a new league for beginners was organized known as the Gold Division. This proved a satisfactory method of mixing the various groups, and as the girls were assigned to the teams it enabled the director to make a more equal distribution of playing strength.

Point System in Monroe, Louisiana—Last summer the Monroe, Louisiana, Recreation Department developed a point system for use on the playground. For each activity and program a specified number of points were given. The children did not work for individual prizes but their objective was to make their playground the best in the city. There were individual activities but these were scored for the ground and not for the child. Points were given for grounds having the following: Best attendance; greatest number national athletic badges awarded; best and largest handcraft exhibit; best scrap book; best made and produced puppet show; greatest number of activities, including extras; best clubs, story-telling activities and contest entrants, dramatic activities, tournaments and contests; best kept grounds; best sportsmanship; greatest improvement in grounds, programs and activities.

Albany's Municipal Golf Course—On May 28, 1932, Albany, New York, opened and dedicated to the public its new eighteen hole municipal golf course comprising 262 acres. A total of 34,979 players registered for play during the 188 days the course was open between May 6, 1933 to November 9, 1933. The 578 purchasers of seasonal permits played 20,192 times. The average play for the season members was 33 times in the 153 days of actual play. The following green fees were charged: Season membership, resident $10; season membership, non-resident $15; locker per season $5; daily permit, eighteen holes or less, 50 cents—Sundays and holidays 75 cents.

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A New Game — The younger generation in Queens, New York City, likes a little spice with its recreation. Two special officers found four boys bounding back and forth over the high voltage third rail of an elevated structure. "We're playing skip the third rail," said one of the boys. "And how do you play that?" "Well, if you touch the third rail you lose."—From the United Press, New York, March 8th.

Notes From Cincinnati's Report — Needing much more land for recreational facilities but handicapped by financial conditions which required caution in land purchases, the Public Recreation Commission of Cincinnati sought the aid of other city departments which cooperated by transferring land under their control that could be spared. The City Manager, Finance Committee, the Council and the Law Department smoothed the way for this procedure. The city government then turned to the county government and to private concerns to secure additional land of vital importance. As a result the acreage under the control of the Public Recreation Commission has more than doubled in the two year period, rising from 430 acres to 1,035 acres.

While engaged in adding 605 acres and $650,000 worth of improvements to its recreational plant in a twenty month period, the city has been unable to make more adequate provision for the operating budget of the Commission. This budget dropped from an average of $160,000 for preceding years to $145,000 in 1932 and to $131,000 in 1933. Nevertheless a larger program of activities has been carried on and a greater number of people served than in any previous year.

City Planning in Germany — In September, 1933, the German Reich passed a law regulating the development of residential areas, particularly in the unbuilt open areas surrounding the towns. The new law gives state authorities power to designate as residential areas districts in which houses are to be built or where it is believed they should be built, if it is thought that the interest of the public or the welfare of the residents would be injured if there were no appropriate regulations. For these residential areas a site plan must be prepared. If such a plan is established by the town authorities a subdivider must meet the following requirements: He must give the community up to twenty-five percent of his land in the case of a single family development and up to thirty-five percent in the case of an apartment house development, for public roads, squares, recreational facilities or any other public needs; he must provide roads, water supply, sewerage, lighting, school buildings and other necessary civic improvements if the authorities so require.

A Winter Sports Conference—Over a hundred winter sports enthusiasts attended the Outdoor Rereation Section of the three-day Recreation Conference held on March 17th at Massachusetts State College. Among the subjects discussed were ski trails, walking, hiking and tramping. Historical walks were advocated and it was urged that interest be aroused in putting. signs on historical and other interesting spots in western Massachusetts. It was also suggested that a western Massachusetts Winter Sports Committee be organized to

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stimulate communities in this section of the state to develop winter sports facilities.

Ernst Hermann, Superintendent of Recreation, Newton, Massachusetts, called attention to other forms of winter sports, emphasizing the values in figure skating, sledding and tobogganing as family recreations.

The Kellogg Company Makes a Leisure Time Study—The Kellogg Company of Battle Creek, Michigan, has made a study of the use of leisure by 133 men and women employed in the production department. It shows that 84 per cent of men and 68 per cent of women devote more time to reading. Newspapers headed the list. Many were found spending their time in the garden and at sports, while some would just "sit and rest." Eighty per cent of the women now devote more time to beautifying their homes and doing housework; at the same time an equal number of men prefer puttering about the house, fixing and mending things, and growing flowers. Each worker was asked what he would like most to do with leisure hours. The replies varied from "contented as is" to "flying." One would like to study pipe organs and another raise chickens. The replies were grouped in the following broad classifications:

Activity	*Women*	*Men*
Study	22	18
Sports	14	32
Work at home	13	8
Entertainments	11	2
Earn money	3	8
Gardening	..	10
Travel	2	11
Miscellaneous	3	3

Tennis in Los Angeles—Thousands of residents of Los Angeles are enjoying tennis at night on lighted courts provided by the city. So great has been the interest in night playing that the Playground and Recreation Department has found it necessary to equip nearly forty playground courts with overhead lighting systems during the past three years. Operation of these centers is being carried on without additional expense to taxpayers through the use of a coin meter system by which players pay a small fee to cover the cost of the electric current used. During the daylight hours the same courts may be used free of charge in the same way as all other tennis facilities of the Department.

The value of Playground Apparatus

Playground apparatus brings to the child SAFE opportunities for daring, which is so much a part of childhood's training. The desire to swing higher, to slide more quickly, to chin one's self more often, to see-saw faster, is childhood's preparation of the courage to dare, to do, to excel, which is so essential to success in adult life. Playground apparatus, a typically American development, is creating a race of vigorous, healthful, courageous citizens, who will make and keep "their place in the Sun."

Playground Apparatus brings to the strong his opportunity "to shoulder the pig trough"; to the weak it brings a sense of equality (it prohibits an inferiority complex). It trains strength so it is coordinated with mind. It strengthens weakness so health results.

It is of equal importance, however, to stress the health value of exercise as it is supplied by playground apparatus. It brings to the growing child the opportunity for a variety of exercise totally different from the usual, natural motions of the body in walking, running or working. The child learns to handle himself in difficult positions and little-used muscles receive health-creating development.

No one denies that children get exercise around their homes, walking to school, and running in games. If working, walking, running exercise was the only kind, of value to life, there would be but little playground apparatus made and sold. But, after exhaustion from work, the work of play—refreshes!

The spirit, too, receives renewing as it finds "new worlds to conquer!" Playground apparatus brings to the vivid imagination of the child another outlet and direction which develops and enriches this God-given attribute!

Every child needs these qualities and opportunities in the same full measure as do the children of any community.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Mind and Body, March 1934
- Awards? by Thomas A. Campbell and Trevelyn A. James
- National Recreation, by James Edward Rogers

Parks and Recreation, March 1934
- The Guiding Motives in the Design of a Modern Park, by Edward Clark Whiting
- The Problem of Our Country's Forests, by Phelps Wyman
- A Nature Sanctuary, by Hugh S. Davis
- Extensive Civil Works Program in New Jersey Interstate Park

Parks and Recreation, April 1934
- Electric Fountains, by R. J. Swackhamer
- The CWA in Fort Worth and the Effect of Wise Planning, by R. C. Morrison
- The Problem of Our Country's Forests, by Phelps Wyman
- Cities of Southwest Enthuse Over Diamond Ball, by Ronald Capps
- A CWA Recreation Project in St. Louis, by Alfred Fleishman
- Chicago Zoological Park to Open This Summer
- New Zoos for New York

The Journal of Health and Physical Education, April 1934
- Educational Possibilities of the Dance, by Mary Wood Hinman
- Decreasing Juvenile Delinquency, by R. B. Grunewald
- Gymnasium Hockey or "Shinney"
- Report of the Recreational Director of the New York House of Refuge
- Alley Soccer
- Basket Run

Journal of Adult Education, April 1934
- Depression's Drama, by Eve Chappell

The Library Journal, April 1934
- Education for Leisure, by Clarence E. Sherman

The Nation's Schools, April 1934
- Shall Control of Athletic Sports Be Placed in Pupils' Hands? by C. D. Giauque
- Adelphi Academy Prepares Pupils for Leisure Time

The Journal of Educational Sociology, April 1934
- Leisure-Time Social Backgrounds in a Suburban Community, by John F. Fox
- Block Recreation Project, by Frank Kaplan
- The Penny Game Room, by Abraham Goldfeld

The Record of the Girls' Friendly Society, April 1934
- Let's Hike, by Estelle Burrill

Safety Education, May 1934
- It's Safer on the Playground, by George D. Butler
- Playgrounds and Safety, by H. Louise Cottrell

PAMPHLETS

Rhode Island Independence Day

Rhode Island Arbor Day
- The Commissioner of Education, State of Rhode Island

Juvenile Delinquency—Selected Bibliography of Recent Material
- Bulletin Number 122, Russell Sage Foundation Library. $.10.

Year-Round Programs Initiated—With the appointment of Mrs. R. L. Currier, formerly Superintendent of Recreation at Lynchburg, Virginia, as Director of Recreation in Charlottesville, Virginia, the city has initiated an active program. An outstanding event was the festival of Negro spirituals directed by George L. Johnson of the National Recreation Association with a chorus of 200 voices. Other activities have included basketball leagues with twelve teams of men, twenty-one teams in two boys' leagues, and five teams of women, and weekly square dances for the unemployed in the city armory.

The Board of Aldermen of Winston-Salem, North Carolina, has created by special ordinance a Public Recreation Commission.

Free Golf Instruction—A recent service of the Union County, N. J., Park Commission was free golf instruction given for two weeks by the Commission's golf professional for the purpose of creating greater interest in the game. Through this arrangement, any resident of the county who is having difficulty with his game or who has never played golf received a course of three 45-minute lessons without charge.

Activities in Louisville — The Louisville, Kentucky, Division of Recreation, in spite of its reduced budget conducted an active winter program. Ten junior and senior high schools, three buildings owned by the Board of Park Commissioners and an abandoned school building loaned by the Board of Education, were used during the winter as evening community centers. Twenty men's and five girls' leagues in basketball, embracing approximately 175 teams, played a regular schedule each week. There were also volley ball leagues for industrial girls and for men. Eight women's gymnasium classes and seven tap dancing classes with an enrollment of 1,600 adult women meet weekly in every section of the city. Because of limited facilities it was necessary to concentrate the evening program on adult activities and confine children's classes to the full time centers and Saturday morning dancing classes in three junior high school buildings. Fifteen hundred children from three to sixteen years of age received free dancing lessons each week.

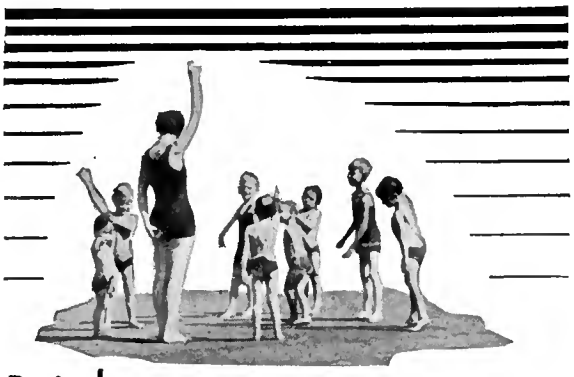
Leisure and Poetry — Poetry is responsible to a great extent for the impetus which has

initiated the Girls' Club News Reel; the result of a newspaper club started in January, 1934 in Worcester, Massachusetts. Members are under-privileged girls from fifteen to seventeen years of age who contribute original stories for the monthly newspaper of the Girls' Club. The girls are finding poetry more interesting than prose, and many worthwhile verses are the result.

Centers for Unemployed in Toledo — The Division of Recreation of Toledo, Ohio, during the past winter has operated two centers for the unemployed. One is in a large building with auditorium and smaller rooms formerly used as a music conservatory, where activities are largely dramatic, including the making of scenery and costumes. Repairs to the building were made through C.W.A.; the Division of Recreation is supplying light, heat and janitor service. Thirteen leaders were furnished by C. W. A. The second center is a former medical school building. Here gymnasium classes, boxing, wrestling, tap dancing and other activities make up the program. A number of C.W. A. workers are providing leadership.

Recreational Leadership — The Westbrook Junior College in Portland, Maine, has initiated a two year course in recreational leadership "to direct and develop the interests of girls who desire to become leaders in the field of recreation." Courses are offered in English, community life, arts and crafts, camping, recreational activities, nature study, physical education, music, dramatics, hygiene, and first aid.

Swimming Their Way to Health—Learning to swim in a swimming pool has given back their "land legs" to three Louisville children, victims of infantile paralysis, and several others are gradually regaining the use of their limbs. At the advice of their physicians the children entered the free swimming classes conducted by the Louisville, Kentucky, Division of Recreation, where they are given special instruction. The classes are conducted in conjunction with a mothers' class so that the mothers of the children can learn to swim at the same time. Transporting the children to the park pool has not always been easy, but with the cooperation of interested club women and the use of the police patrol the problem is being met.



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Detroit's Annual Demonstration — The women's twelfth annual demonstration of the Detroit, Michigan, Department of Recreation, held in April, took the character of a pageant as the Spirit of the Present Summoned Recreation and her attendants to demonstrate for other women the recreational activities sponsored by the Department of Recreation during 1933 and 1934. Fifteen hundred women took part in the program of mass calisthenics and dancing.

Increased Attendance At Museum—The annual report of the Cleveland, Ohio, Museum of Art shows the increasing service of that institution to the community. An attendance of 400,468 at the museum last year broke all previous records. Regular class work for school children and adults increased during the year. New classes and clubs were formed, and adult work has developed both in the museum and through cooperation with various departments of Western Reserve University and other institutions. These activities, together with a great variety of other work carried on at the museum, have made that institution one of the most vital and human organizations of the city.

Dancing Instruction in Los Angeles—Dancing instruction was stressed on the program of the Los Angeles, California, Department of Playground and Recreation, when on April 3rd playground directors started on a twelve week course of training under expert leadership. The first three weekly sessions covered natural dancing and character and dramatic dance games for young children. Folk dancing, English country, Morris, stick and sword dances are also included in the course, as well as rhythmic gymnastics.

When You Plan Your Summer Program

(Continued from page 129)

show, and an entertainment by a group from Jackson State Prison. At all except the last mentioned, for which a charge was made, collections were taken. Soft drinks and ice cream were sold to swell the fund. About $400 was raised and with these funds four workers were employed to supervise four playgrounds afternoons and evenings for eight weeks.

Facilities. While outdoor facilities are the main concern in the summer program, it is interesting to note a few of the developments in indoor centers which are helping to make the playground program more effective.

The dads' clubs connected with the playgrounds of Alton, Illinois, have built attractive little community houses on two of the playgrounds. There are no mothers' clubs in connection with the playgrounds but the women help the men, especially in money raising affairs. In Scranton, Pennsylvania, a project is under way to equip the second floors in two fire stations and one police station as community centers. Each floor has two rooms which can be thrown into one making a large room 35′ by 80′. A check room, a small kitchen and lavatories are being added. C.W.A. workers are being used on the project.

Sioux City, Iowa, has a community center built at a cost of about $1,200 with C.W.A. labor, from material from ten old buildings. As a result, the building has some beautiful windows, French doors and lighting fixtures, all from old mansions, which add greatly to the attractiveness of the building.

Leadership

So fundamental is this question and so interesting were the ways in which the problem was met in a number of communities that a separate article has been devoted to this subject. (See page 131.)

An Important Need and Opportunity

(Continued from page 130)

the desires existing among the high school graduates should be presented at the meeting, and a discussion be held of what might be done about them.

5. The very definite question as to the graduates might well lead to a friendly discussion of the whole field of leisure-time music in the city, as it is and as it might be. And this discussion, based on a clearly expressed intention to determine how the greatest musical good can come to the greatest number of people in the community, could lead to the formation of a civic music committee out of whose cooperative planning and action one or more festivals and other large or small group musical activities might be brought about or enhanced, making for increased happiness and social well-being among all sorts and ages of people in the community.

Whatever else is done, the recreation leader will probably be doing a good service by conferring with the school music supervisor, who is likely to be too busily confined to his school work to have gained the community point of view and the knowledge of leisure-time needs and of means of organizing for them that the recreation leader has.

That Ever Present Problem—Leadership

(Continued from page 132)

Local Organizations to the Rescue

In all parts of the country Parent-Teacher Associations helped to make playgrounds possible in 1933. In Denver, the association appointed a number of playground committees representing various communities and members of the committees visited the playgrounds at intervals. Their visits stimulated a general community feeling about the playground and in many cases the ground became a community gathering place, a number of Parent Teacher Association meetings being held there.

Parent Teacher Associations also helped in Flint, Michigan, by paying something toward the services of directors in a number of school playgrounds. For the most part leadership was supplied by forty volunteers, mostly high school boys and girls with men from the Parent Teacher Associations in charge in the evenings. These volunteers worked regularly. The director of physical education, paid a small sum during the summer by the Board of Education, held weekly meetings with the volunteers and kept track of their activities. About three hundred junior high school boys were given a week's outing and training by the Boy Scouts and were used on traffic control around the playgrounds. Band concerts were given by high school groups conducted by directors from the school music department who served as volunteers.

The Park Department, through its Division of Recreation in the summer conducted twelve playgrounds with nineteen directors paid a small weekly sum. The playgrounds were operated fourteen weeks for four of which the playground directors volunteered their services.

Last summer the Kiwanians of Sunbury, Pennsylvania, sponsored a playground which proved a great asset for three hundred children of the community. A plot of ground 150 by 300 feet in a residential section of the city was graded, an administration building was erected, and equipment was installed. A nearby grove was put into condition so that the children might have the shelter of the trees on hot days. The Kiwanians provided a director and paid regular visits to the center, playing with the children whenever opportunity offered.

A Word of Warning

Volunteer leaders have helped to save the situation in many communities but unless these leaders receive some training and are under the direction of trained workers their usefulness will be greatly curtailed and there is serious question whether their service is an asset or a liability. One city last summer tried the plan on a number of playgrounds of using as directors relief workers without the guidance of any trained play leaders. The plan involved having two persons on each playground, changing workers every day in the week. In general these workers showed little ability, energy or initiative. Attendance was small

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and equipment was stolen. There was no continuity of rules or plans and the results proved conclusively the necessity of having trained leadership to supervise the work of untrained people.

In a southern city because of lack of funds it became necessary to close the playgrounds on July 10th. The playgrounds were reopened again on July 17th under the leadership of untrained relief workers. During the five weeks period in which this plan was in operation the attendance dropped about one-third.

In such instances the difficulty lies not so much in the personality and ability of the workers as in the failure of those in charge to realize the vital importance of training and guidance.

Volunteer Recreation Leadership

(Continued from page 137)

The experienced playground director, in recognizing the merits of the volunteer plan and in adopting some of its features for his own use, will be aware of the dangers that accompany it. There is the chance that the public will mistake volunteer leadership as a satisfactory substitution for salaried service and this misconception must be guarded against. The director will also realize that volunteer helpers need continued follow-up appeal or their interest will wane. He will learn to expect no help or little help from volunteers in discipline problems, care of equipment or use of equipment. Special care must be taken in regard to the safety of children who are taken away from the playground on special educational or outing trips.

Despite these difficulties, it must be said in all fairness that the volunteer leadership plan has given unexpected stimulation to playground support during the present crucial years and has yielded valuable newspaper support of a most helpful nature. It has given new vigor and emphasis to certain educational features of the recreational program. The trained directors have become more administrative-minded and have made valuable contacts in coordinating the service rendered both by adult volunteers and by junior volunteers on the playground. The director has thus become a leader in training leadership. For these many reasons the volunteer supplementary program does not appear to be a temporary recourse, but rather a permanent and desirable aspect of community recreation organization.

Seeing Nature in Glacier National Park

(Continued from page 140)

spent in the West. With flowers, birds and mammals all about, interest is not hard to arouse.

But may children be brought to Glacier Park and kept there for weeks or months? To this question the answer is yes: better than in some more popular spots. Chalets lack the distractions of hotels; housekeeping cabins are beginning to appear. Camp grounds are spacious and clean, with showers and laundries to care for personal cleanliness. A good wall or umbrella tent makes an adequate summer home, while stores are not too distant to provide fresh and properly balanced foods. Yet surroundings are those of a national park, not the crowded, shabby array that often forms the summer village.

In such spots families may camp, enjoying the full values of mountains. Does some trail seem rarely worth while? Then they travel it as often as they wish, enjoying plants, animals and scenes. Do clouds threaten one's trip today? Then put it off till the sky is bright, whether that is to-

morrow or next week. Meanwhile, birds and insects may be watched, or stories exchanged with neighbors from Montana, California or the East.

For the camp is a friendly, restful place where formalities rarely intrude. Yonder a worn umbrella tent stands—the home of a white-haired, crippled grandmother who lives in a village on the plains. Each summer she demands two weeks in the Park, to which her husband always objects. "But they do him as much good as they do me, even if he doesn't admit it. Just wait till he sits down to a meal cooked on this honest-to-goodness fire. Harry, quit fussing with your hooks, and roll these logs closer together!"

On her left, two geologists are camped for their third or fourth season in Glacier. They are busy with notes and diagrams, while a neighbor discusses photography. An eastern professor and his wife hang their laundry from branches of limber pine, chatting with a weather-beaten Texan who is making a collapsible stove. A naturalist shows two butterflies to a group of eager, brown-skinned children, while a solemn fellow puffs a meerschaum pipe and murmurs *Wie wunderschon!*

The camp ground a summer home? It's a place to live, to feel, to learn—to recreate, in the fullest sense, values lost by urban haste.

Like Spring—It's in the Air!

(Continued from page 143)

In another far-away garden, there is,

"Here stand I,
forever lonely
Amidst the flowers tall
While o'er my figured bosom
Faint shadows slowly fall.
And to the busy world without
Whose life by hours I keep;
I say, 'T'is time to rise,'
And then, 'T'is time to sleep'."

And so the great gift of a fuller life lies invitingly on the doorstep. The wise will accept this gift, for the simplicity of an ordered and rich life is not an inheritance; it is an achievement.

The Dawn of a New Era for Tennis

(Continued from page 148)

son combinations in the mixed doubles. Many of the players appeared in three divisions. Owing to the short time we had to complete the tournament it was necessary for many to play from three to five matches a day. It was a case of the survival of the fittest.

During the week of constant play it was noticed that many spectators would come to the courts about 10:00 o'clock with their lunches, would find a good seat overlooking several courts and would stay there for several hours. A number of war veterans came in their wheel chairs and one of the committee members made a point of looking after these men.

At the end of the tournament ten champions were crowned. Mrs. Jonathan Rogers, wife of the chairman of the Board, presented the awards at the finals which were attended by over 2,000 people. Among other prominent citizens His Lordship, the Mayor, was present, one of the most interested spectators.

After the games were over a spectator commenting on them said: "I may have seen better tennis but I have never seen such a demonstration of fair play as was shown during this competition!"

How to Produce a Play

(Continued from page 152)

across the stage, and is bent into the same half circle as the cyclorama. It is painted a pale green if a grass horizon is desired, yellow if the desert, or mountains may be painted on in pale violet. This is placed upon the stage floor a few feet in front of the cyclorama.

Trees, fences, pillars, stumps, bushes and corners of buildings are carved out of building board, painted, and placed upon the stage in front of the horizon. They are easily made, and with a good cyclorama and a number of these "cut outs" a great variety of settings is possible. The settings made in this fashion are more plastic, more mobile, and much more attractive than painted scenery. It also allows for very effective lighting.

Furniture and other physical accessories upon the stage must be selected carefully. For historical plays, fantasies and suggestive settings, old furniture may be changed by the use of carved compo board and paint. Carvings may be modeled on with plastic wood or paper mache and painted.

The scenic artist is warned to work in close cooperation with the lighting artist, the costume artist and the property man. The whole effect must be one of harmonious unity.

A good setting is as important to a scene as is the background to a painting. The scenic artist and his assistants have as great an opportunity for artistic expression as any other part of the producing group, and once started on the right road will take joy and satisfaction in creating artistic and effective stage settings.

Service Helps

The American Playground Device Company of Anderson, Indiana, has issued a new catalogue describing among other pieces of apparatus the Castle Tower, a new design. Kansas City, Missouri, has installed 78 such towers on the public school playgrounds.

Information on shuffle board for both indoors and out-of-doors is given in a leaflet issued by the H. G. Cress Company, Box NR-53, Troy, Ohio, which will soon issue information regarding a new game.

The Diamond Calk Horseshoe Company, 4610 Grand Avenue, Duluth, Minnesota, has issued a booklet giving the official rules of horseshoe pitching and general information on promoting horseshoe clubs. It may be secured on request.

In Everwear's Playground Apparatus Catalogue (24) the safety features of the various pieces of apparatus and their durability are emphasized. The catalogue may be secured from the Everwear Manufacturing Company, Springfield, Ohio. "Beauty and playability," states the report, "may be taken for granted in Everwear."

The Indera Mills Company will be glad to send the Indera Figurfit 1934 swim suit catalogue to all who request it by writing the Indera Mills Company, general offices and mills at Winston-Salem, North Carolina.

From the Mitchell Manufacturing Company, Milwaukee, Wisconsin, which has been manufacturing various kinds of apparatus for a period exceeding thirty-four years, Catalogue #20 is available giving full information regarding Mitchell "Betterbilt" line of playground apparatus.

The Paddle Tennis Company, Inc., 285 Madison Avenue, New York City, has issued a folder setting forth the advantages of paddle tennis. The prices of individual items and complete sets are given in this folder, which also includes official rules for the game and suggestions on laying out a court. This pamphlet may be secured on request.

The School of Education, Pennsylvania State College, State College, Pennsylvania, describes in its summer session bulletin the courses given in the field of physical and health education. A circular devoted exclusively to the health and physical education program will soon be available.

Catalogue #204 describes the Pepperell Yarns and Handicraft especially prepared for school, playground and summer camp activities. It may be secured from the Pepperell Braiding Company, East Pepperell, Massachusetts.

The J. E. Porter Corporation, Ottawa, Illinois, manufacturers of Louden Playground Equipment, has issued a catalogue telling in detail of its equipment. The Corporation, which last year equipped the Enchanted Island playgrounds at the Chicago Century of Progress, is manufacturing the Junglegym in four sizes on an exclusive basis.

From G. Schirmer (Inc.), 3 East 43rd Street, New York City, may be secured leaflets announcing a number of publications of interest to recreation workers, such as the "Botsford Collection of Folk Songs," "Come and Caper" (creative rhythms, pantomimes and plays with music), and "Folk-Songs of the Four Seasons."

Edward Schuberth and Company, 11 East 22nd Street, New York City, publishes vocal and instrumental music of interest to recreation workers. A catalogue entitled "Selected Songs and Ballads" lists a notable collection, many of them old English songs. Write for complete Thematic catalogue.

"Road Service Stabilization," published by the Solvay Technical and Engineering Service, Solvay Sales Corporation, 61 Broadway, New York City, describes materials and methods for construction and maintenance of low cost stabilized roads. The Corporation will be glad to give advice on the use of calcium chloride.

Charles A. Toebe Leather Company, 149 North Third Street, Philadelphia, has issued a catalogue, "Toebe Artistic Leathercraft," which contains a wealth of information for those interested in this craft.

The C. B. Webb Company, 200 Fifth Avenue, New York City, distributes the Weaver Scholastic Ball known as "the ball with the fool-proof valve." This ball is adapted for use in schools, camps, playgrounds, gymnasiums, and in water sports.

Church Music and the New Leisure

By Augustus D. Zanzig

A PAMPHLET stressing the importance of congregational singing and suggesting ways of making music the church's most potent means of arousing and sustaining the religious attitude. Helpful source material is given.

Price $.10

NATIONAL RECREATION ASSOCIATION
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New Books in the Leisure Time Field

The American Costume Book

By Frances H. Haire. A. S. Barnes & Company, New York. $5.00.

MISS HAIRE, author of *The Folk Costume Book*, has given us in this book an illustrated volume showing the dress of the original American, the Indian, as well as the dress of the early Colonists of the Eastern Seaboard. The author, through careful and extended research, especially on the Indian costumes, has cleared up some of the inaccuracies surrounding the dress of the Red Man in various sections of the United States divided for the purpose into four zones—the Plains Indian, the Forest Indian, the Desert Indian and the Everglades Indian. We have, too, the Indian Scout, the Homesteader and the Cowboy. The descriptions of the various dress characteristics are so carefully worked out that they will be readily usable. Not the least interesting feature of the book is the brief but illuminating background which Miss Haire gives us for each of the periods she describes.

"Songs of Stardom"

By James Hudson and Edward Spicer. Aetna Publishing Company, 516 Fifth Avenue, New York. Copies obtainable from Dr. Bertha Chapman Cody, 570 Lexington Avenue, New York City. $.50.

IT IS SAID THAT "in the beginning the stars sang together." This book sets to singing a great deal of information about the stars. It makes the gathering and memory of that information easy and delightful. There are songs of the planets and of the size of the planets, of the constellations and of the "stars that shine over Bethlehem" (on Christmas night). The "Signs of the Zodiac" tells where to locate the constellations of the zodiac; the "Song of the First Magnitude Stars" makes it possible to learn these with their often difficult names in a few minutes; and the other songs do similar feats. The tunes are on the whole very delightful and the words have a rhythm and lyrical quality that make it possible really to sing them. There are many drawings to help in exploring the sky.—*A. D. Zanzig.*

The Summoning of the Nations

By Elisabeth Woodbridge Morris. With "Hymn for the Nations" by Josephine Daskam Bacon. Samuel French, Inc., New York. $.35.

THIS SHORT PAGEANT of the changing world written by Mrs. Morris under the auspices of the League of Nations Association, Incorporated, interprets in brief, vivid phrases the finer spirit of each nation of the earth. It has been constructed in such a way as to offer the widest possible range in its presentation from a simple reading by a single person to an elaborate pageant using hundreds of people in full national costume with national choruses. The lines are admirably suited for recitation, and are especially well adapted for use in schools. "In view of the present world emergency," writes Charles Rann Kennedy, "it should be put on at once in every church, school, club, and public playground throughout the land."

Swimming Pool Data and Reference Annual

Hoffman-Harris, Inc., 114 East 32nd Street, New York. $2.00.

MUCH MATERIAL of interest and practical help to recreation workers, physical educators and swimming pool officials is to be found in the 1934 Annual which contains the Joint Committee Report on bathing areas, their construction and sanitation, general information on the administration and operation of pools, water sports and games, the converting of pools into ice skating rinks, and many other allied subjects.

A Study of Girls' Athletic Associations in the Secondary School

Prepared by the Committee of the Boston Group of the Women's Division, N.A.A.F. Distributed by Women's Division, N.A.A.F., 303 West 42nd Street, New York. $.25.

THIS UNIQUE STUDY is a distinct contribution to the literature dealing with secondary schools. It contains a model constitution for a GAA, a very comprehensive point system based on physical education class work, voluntary participation in activities outside of class time, service, leadership, health and awards, the latter being divided into two classes—group and individual awards.

Leisure-Time Interests and Activities of Business Girls

By Dr. Janet Fowler Nelson. Womans Press, New York. $.75.

THIS STUDY, made possible by a grant from the American Association for Adult Education to the National Board of the Y. W. C. A.'s, is based on data secured through a questionnaire and through diary records of approximately 1,000 business girls and young women ranging in age from seventeen to thirty-eight years earning from $10 to $50 a week. The questions kept in mind throughout the study were: "With what are the leisure hours concerned?" "What are the major interests?" "What are the major activities?" and "What is the relation of interest to activity?" Many tables are given and a careful and detailed analysis is made of the findings. The study will be of keen interest to recreation workers.

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A Recreation and Sports Handbook for Playground, School, Community and Camp.

By Ferd J. Lipovetz. Burgess Publishing Company, Minneapolis, Minnesota.

This book, which is published in mimeographed form, has been prepared to fill the needs of the new course, "Playground, School, Community and Camp Recreation," which is being given at LaCrosse State Teachers College. The material is grouped under four general sections: I, General Theory and Practice; II, Summer Playgrounds; III, Camp Recreation; IV, Community Recreation. It is illustrated with sketches, graphs and charts. While the compilation as a whole may be secured for $3.85, separate sections may be purchased at the following prices: Sections I and II, $2.30; I and III, $1.50; I and IV, $2.15.

An Introduction to Physical Education.

By Eugene W. Nixon, M.A. and Frederick W. Cozens, Ph.D. W. B. Saunders Company, Philadelphia. $2.50.

The new conception of physical education is outlined in this book, and the steps are described through which physical education has won its place as an integral part of all education. The volume is divided into three parts —Philosophy and Principles of Physical Education, Significant Problems in Physical Education, and Professional Outlook in Physical Education. A chapter on Physical Education and Leisure Time stresses the importance of training for leisure by schools and the teaching of activities which have carry-over value.

More Fun in Bed.

Edited by Frank Scully. Simon & Schuster, Inc., New York. $2.00.

A number of well known humorists and writers have contributed to this book which contains a great number and variety of humorous tales, sketches, anecdotes and bits of wisdom or foolery. Among the book's features is a "play pen" in which the convalescent will find a great many games and puzzles and suggestions at which he can work with the pencil attached to the cover of the book. One need not be ill to enjoy this book, which like its predecessor, *Fun in Bed*, is proving very popular.

German Youth in a Changing World.

Terramare Office, Kronenstrasse 1, Berlin W 8, Germany.

This attractive booklet represents a compilation of brief articles on various phases of the life of the youth of Germany. It traces the development of the youth movement and discusses such subjects as Leadership of German Youth, Youth Hostels, Youth in Labor Service and Hitler Youth. There is also some information regarding the Olympic Games to be held in Berlin in 1936. The booklet contains unusually beautiful illustrations.

Hand Craft Projects.

By Frank I. Solar. The Bruce Publishing Company, Milwaukee. $1.25.

This, the third in the handcraft project series, contains directions for making about seventy-five articles, some of them toys, many of them useful articles such as a window cold box or a shoe-polishing stand. Each project is accompanied by diagrams. There is an opening chapter on the home workshop which has many interesting and practical suggestions to offer.

Fun With Dry Batteries.

National Carbon Co., Inc., New York. $.10.

This book should prove very appealing to boys to the great majority of whom electricity and its uses are a fascinating subject. The booklet first explains in simple language some of the principles of electricity and how a dry cell works. It then gives directions for making electro-magnets, binding-posts and connectors, switches, for installing bells, buzzers, closet lights and electric locks, and for making electric toys. And what could be more attractive to a boy than to delve into the mysteries of signalling and electro-plating?

A Handbook of Social Programs For High School Teachers.

By G. Turner Hicks, Ph.D. Murray State Teachers College, Murray, Kentucky. $1.25.

In this interesting compilation of social programs the author has set some very definite objectives for high school social evenings and parties, has analyzed the values which come out of them and for which all leaders should strive, and has presented a practical application of these values in this collection of special day parties, social programs, stunts, charades, jokes and miscellaneous suggestions. Recreation workers will find this book helpful in planning their social recreation programs.

A Community Serves Its Youth.

By Frank W. Herriott, Ph.D. Available from Association Press, New York. $2.00.

Here is a case study of the scope and relationship of agencies dealing with high school students in Montclair, New Jersey, a suburban community of about 42,000 people. It carefully considers existing programs and their adequacy, the needs of adolescents, the extent to which the needs are met, and the contributions made by the churches and other groups. In conclusion, it brings to bear its findings on the problem of coordinating the efforts to provide for the free time of adolescents and suggests that for Montclair the experiment be attempted of making the Group Work Division of the Council of Social Agencies, which includes the character-building agencies, the coordinating group.

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"HE IS ONLY a play leader." "He has nothing to do with the serious work of the world." "In our classes we prepare children for business, for earning a living, for work."

Only a play and recreation leader. Only a person who helps a child in the glorious present moment to live; to do the thing that gives the utmost satisfaction; to knock out a home run on the baseball field; to swim, to dive; to fashion a miniature airplane that with rubber band power stays aloft for ten minutes; to build water-wheels that run; to tramp the woods and learn the trees and wild flowers; to learn the call of the birds; to sing, to dance, to be gay.

Only a play leader. Nothing to do with the serious work of life. Merely helping a child to be a light-hearted child, to live beautifully, simply, naturally in the present, to spread laughter and gayety and reality all about him. Helping children to be themselves, really to live—when they might be learning to work, preparing for business. Think of the training for work and business these children might have if these hours were not given over to play. If only the play leaders would use these play hours to train the children through their play in principles of buying and selling, of banking and trade. Instead they waste the children's time with music and dancing and poetry and fairy tales and idle games that are to have no part in serious life later.

O folly, folly. Have we lived so long in the presence of little children, so near to the heart of God, stood on such holy ground, watched the sacred flame in the burning bush and with our profane lips dare we prattle of what is serious, of what has permanent value and talk of using the play hours of children as a time for training for work and trade and say only a play leader?

Play is the serious business of childhood. The play of a little child is the most serious thing in all the world. Play is a part of a great whole. Play builds the cathedral of life. Play gives meaning to the world.

The play leader helps to build a world in which no longer is living always postponed until a future time that never comes; in which child and man alike are not afraid to live in the present; in which the present has at least equal value with the future; in which life itself is exalted; in which the end,—growth, fulfillment, abundant living is exalted beyond any of the parts that go to make up the whole.

Only a play leader. The hope of the future lies in the preservation of childhood, in winning grown people to the wisdom and simplicity of children. 'Except as ye become as little children, ye do not enter the kingdom of life.' "

HOWARD BRAUCHER.

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A Neglected Language

By HENRY S. DRINKER, JR.
Philadelphia, Pa.

IN 1597 Thomas Morley—the composer of that delightful song 'It was a lover and his lass' — published a little book entitled *A Plaine and Easie Introduction to Practicall Musicke,* near the beginning of which he tells the following anecdote:—

> Supper being ended, and Musicke bookes (according to the custome) being brought to the table, the mistresse of the house presented me with a part, earnestly requesting me to sing. But when, after many excuses, I protested unfainedly that I could not, every one began to wonder. Yea, some whispered to others, demaunding how I was brought up; so that, upon shame of mine ignorance, I go now to seeke out mine old friend master Gnorimus, to make my selfe his scholler.

Just why, in the history of the civilization of different nations, there have been different fashions in music would be an interesting subject of inquiry. In Morley's day it was the fashion for cultured people to sing and play together, not for an audience to hear, but solely for their own pleasure and musical experience. Music was to them a form of speech, another language, used informally every day to supplement words in expressing emotion. So it was, too, for a hundred years after Morley. Perhaps the most vivid recollections of Pepys, to a music lover, are the trios and quartettes in the garden in which the maid, the cook, or the man-servant took a part. Indeed, Pepys would not hire a new girl until she had demonstrated her ability to take an intelligent part in the family music.

A hundred years after Morley, Handel started England singing his oratorios and developed the great choruses. Still another hundred years later, Paganini and Liszt, with their followers, set the whole world agog over virtuosity. Other nations have had other varying musical experience, now engrossed with one musical fashion, now with another.

While in the United States we have as yet no such important musical history, within the past generation, at least, one musical fashion has changed for the better. It is no longer considered 'sissy' for boys, or queer and *infra dig.* for men, to take a serious interest in music, as was true when I was a boy; we can now hear superb performances of the best music by college glee clubs. Our present fashion in music, however, is to listen to bigger and better orchestras. During the past thirty years America has had a veritable orgy of listening. Orchestras, opera companies, and soloists, the greatest in the world, have flocked to our shores and played before packed houses. Our musical taste has thus been immeasurably improved — witness the present popularity of Bach and Brahms; but how many of the thousands of intelligent men and women who attend all the concerts use music themselves as a means of self-expression, or even realize the possibilities of doing so?

With music as a form of passive entertainment at its zenith, music as a language, a form of speech available to the ordinary man and woman, is generally neglected. In Wales and in parts of England, the people all sing together as part of their daily lives and can read from the score as readily as could the guests at Morley's dinner party; in

One evening, five years ago, we asked about twenty of our musical friends to meet Mr. Zanzig and hear what he had to say about informal music in the home. Our singing on that evening, under his inspired leadership, has developed apace, until on last Sunday evening, with an amateur conductor, we sang, straight through, the fifteen choruses of the Bach Mass, with no audience but our 120 eager and excited singers.

My subsequent acquaintance with Mr. Zanzig makes me sure that everywhere he goes he leaves behind him similar nuclei teeming with potential growth for group singing.

Our American beauty roses of music are being amply cared for. Our need now is for gardeners who know how to make the daisies and violets of music grow and multiply all over the land. For this, the grandest imaginable head gardener is Mr. Zanzig.

—HENRY S. DRINKER, JR.

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This article is published by permission of the *Atlantic Monthly*, together with an additional statement by the author. Mr. A. D. Zanzig, whom Mr. Drinker mentions in his statement, is the director of the Music Service established by the National Recreation Association.

Germany and Austria and other parts of Europe, the average cultured person can usually both sing and play an instrument; but in America the performance of music is generally regarded as a thing apart, for the elect alone, the mysteries of which it is impossible for anyone to delve into except those possessing a special gift or talent. Although there is now an enormous demand for music for the listener, there is relatively little organized effort to enlarge popular participation in the performance of music. Its avowed patrons mistakenly suppose that the fundamental human need for emotional expression through music can be adequately satisfied by mere listening. People seem unable to believe that music can be as simple, direct, and personal as it really is. Accordingly, they persist in clothing it with unnecessary mystery and complexity.

Clearly, our present general failure to participate in music making is not due to any national lack of the musical faculty or to the absence of a desire by people to play or sing. We are directly descended from any number of musical nations; among the scores of persons to whom I have talked of this, I do not remember one intelligent adult, classed as 'non-musical,' who did not envy those lucky ones who are able to make their own music together. While the radio and the gramophone have perhaps contributed to the discouragement of some amateur virtuosi, these devices can no more eliminate permanently the fundamental need for the individual adventure in music than the movies can eliminate that for the individual adventure in love. On the contrary, by spreading the knowledge of music they will greatly stimulate the desire for general music making.

The fashion of listening is thus but a habit, engendered and perpetuated by a widespread misapprehension of the purpose and function of music in its relation to life and of the possibility for the direct participation in music by the average person. Music is too often associated with solos and virtuosity, amateur music making being considered a mere parlor trick. Instead, it should be regarded as a delightful new language, for the personal use of each one of us. If only our growing host of music lovers could be made to realize that they themselves can learn to take part in group music as easily and as well as they learn to play bridge or golf — some better, some worse, but all well enough to get along and enjoy it—we Americans would in a decade become the really musical nation which our genuine interest in music entitles us to be.

II

Doubtless performances by amateurs are greatly inferior, from an artistic point of view, to those of the professionals. Our present concern is not, however, for the effect of amateur music on the listeners, but for that on the performers themselves, whose musical development can be adequately achieved in no other way. By actually singing or playing together a great musical composition, the performers attain an intimate conception of its beauties and of the art of reproducing it which enables them, when they next hear it perfectly done by experts, both to understand the composition and to appreciate the performance in a way that no amount of mere listening could accomplish.

Practically everyone who has experienced the delight of singing or playing a great work of music with a group of serious and enthusiastic colleagues will, I believe, agree that the pleasure realized from a very mediocre performance far exceeds that from listening to the most perfect rendering by others, unless it be of a work which they have sung or played themselves. Since history began, our ancestors have used music—the song and dance, melody and rhythm—to release their supercharged emotions. Playing and singing together are a means of individual emotional outlet for which there is no substitute. To participate, with a group of reverent enthusiasts, in the performance of a work like the Bach B Minor Mass constitutes a spiritual experience which it is utterly impossible to attain vicariously, and which has the effect of smoothing out the participant's soul.

Games like golf, in which normally the players far outnumber the spectators, are what make Anglo-Saxons an athletic nation; not football, baseball, boxing, wrestling, and similar sports, in which practically all participation by persons past the prime of youth is by looking on. Probably 99 per cent of the spectators at a golf or tennis

match are there to see how it is that the experts do, so easily and perfectly, what they themselves do so badly, though with continued enthusiasm, pleasure, and physical benefit to themselves.

In musical education far too much attention has been devoted to the brilliance and technical perfection of the individual performance, too little to fitting the pupils for an effective part in group music. There has resulted an undue proportion of amateur soloists, whose knowledge of music is limited to the few selections which they have struggled to master. Many such beginners become discouraged and drop their music before they reach the period in life when they need and can enjoy it the most. If but a fraction of the time, effort, and talent required to turn out a poor soloist were devoted to teaching the pupil to read music easily at sight and to acquiring a first-hand acquaintance with the treasures of musical literature, most of these disheartened virtuosi would become capable and devoted ensemble singers and players, and so continue for the balance of their lives.

There are, also, it is to be regretted, some music teachers, particularly of singing, who are apparently more interested in exploiting their pupils for the benefit of the teacher than in fitting them to lead fuller and richer musical lives. These teachers unduly emphasize virtuosity and discourage group music, which they naturally fear as a menace to the continuance of the kind of music in which their profit lies.

III

While the general familiarity with music in America has vastly increased during the past thirty years, it is still far below our general familiarity with literature. On a recent trip abroad my family and I had, during one of the first meals, a short argument on a musical subject, which was apparently overheard by the passengers at the next table. When, after two or three days, we established the usual Atlantic intimacy with them, we found that I had been classified as the conductor of an orchestra in the Middle West, whereas I am simply a Philadelphia corporation lawyer. No one but a professional pianist or violinist is supposed to know how many violin sonatas were written by Beethoven, or to be able to recognize any of them. Even among professionals the general knowledge of music is often astonishingly narrow. The singers know only their songs and are for the most part interested principally in voice production. Comparatively few instrumental soloists have any extensive familiarity with chamber music, much less with the great works for voices.

Our growing generation is taught literature, not with a false hope of discovering or developing new Shakespeares or Thackerays, but to enable the average citizen to write an intelligent letter, to turn a neat phrase in conversation, to be able to make or recognize an apt quotation; above all, to develop a real love for literature which will persist and grow as it nourishes itself through life, attaining its maximum of pleasure and satisfaction only with ripe maturity. What would be thought of a graduating class in English, however cleverly its members were able to recite a few poems or orations, if the greater part were unable to read aloud and understand a new page of ordinary prose, or if the reciters of Hamlet's soliloquy had never heard of the Sonnets and had no general knowledge of literature? The end of a musical education should not be the static ability to sing or play a taught repertoire, but the dynamic development, on a sound and broad foundation, of the power to use the tools and materials of music for the enrichment of the pupil's further musical life.

At present, musical education is, on the whole, perhaps better in the public than in the private schools, which are apparently held back more by tradition. The weakest spot is in the secondary schools, where the excellent training from the primary grades is lost because no time can be allowed for a subject which receives no college entrance credit. This cannot be remedied until the college authorities are convinced that an applicant who is able to play a four-voice fugue at sight on the piano, or to read intelligently a tenor part in a vocal quartette, evinces at least as much mental power and application as one who is able to translate 61 per cent of a page of Cæsar, or to solve the required percentage of problems in plane geometry. In its potentiality for cultural development in modern life, which accomplishment would appear to offer the greater promise?

At this very moment we are on the threshold of an era which promises a veritable musical renaissance, provided only we make intelligent use of that part of our new-found leisure which we devote to the fine arts. If we employ this leisure as did the Romans after Cæsar — lookers-on at amusements provided by others—we shall have

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Planning Summer Playground Programs

Courtesy Safety Magazine

Any consideration of the summer playground program must be based on the assumption that three factors are available—the playground, the play leader and the children. It is obvious that each of these factors must be considered in preparing the program. Since there is a great difference between leaders, playgrounds and children in different communities, no standardized program can be prepared which will be suitable for every local situation. In this statement, however, some of the important factors are discussed and several suggested programs are presented.

Two essentials to the successful playground are (1) an intelligently prepared and well-balanced program of activities for the summer, and (2) an effective and wise administration of this program.

The necessity of careful planning before the playground opens is obvious. Such planning involves arranging a schedule of hours during which the playground will be open under leadership. It also includes a decision as to the hours each leader will be on duty. A most important feature is the daily schedule of activities which enables children and parents to know the hours at which special activities will be carried on. Frequently activities are not conducted each day but are scheduled one or more times per week. This necessitates not only a daily but also a weekly program. Furthermore, certain types of activities, especially feature events, are sometimes carried on only during one particular week. The preparation of a program, by weeks, for the entire summer is therefore essential. Only as these three types of programs—daily, weekly, summer—are worked out in advance is it possible to make sure that the playground will serve the various play needs and interests of boys and girls of different ages.

There are two important phases of playground program administration. One relates to the carrying out of the projects, the organizing of the groups, the conducting of the activities prescribed in the program and close adherence to the time schedule. Unless playground workers perform these duties, the program has little value. On the other hand, the playground is not like the school where classes *must* start and stop precisely at the time scheduled and where a prescribed curriculum must be covered. Children come to the playground and engage in its activities through choice. Compulsion has no place in the playground activities. In arranging periods the length of time which the various activities are likely to require should be taken into account, but if a group requires more time than is scheduled to complete a project or a game, it should be permitted to continue the activity. The same principles apply in the case of the special events or weekly features. If, as the summer advances, experience indicates that certain features should be omitted or more or less time be devoted to them, the schedule should be revised accordingly. In other words there should be flexibility within a planned program.

Playground Activities

Before a person can intelligently plan a playground program, he must have a knowledge of the great variety of activities which are suitable for use on the playground. He must also know how these activities are organized and can be made to fit into the playground program. Therefore, before discussing methods or principles of program planning, consideration will be given to the activities on which programs are built.

The types of activity which can be carried on successfully on the summer playground are limitless. The leader who is resourceful can adapt old forms of play and devise new ones. The following lists of activities and features are not intended to be comprehensive but they include a majority of those which are most popular and widely used. They should be helpful in outlining the possibili-

ties in the play program and in calling the attention of leaders to activities which otherwise might be overlooked. They are classified according to types and also on the basis of their organization and use in the playground program.

Routine Activities

There are several kinds of play which have come to be recognized as having a regular place on the playground program. No playground may be considered as having a well-balanced program unless several of these types of play have a place upon it. Naturally many of these types comprise a great variety of activities, some of which will be listed in detail later, and from which selections will be made by the leader.

Low organized games
Apparatus play
Wading pool play
Sandcraft
Storytelling
Mass games
Relays
Quiet games
Folk dancing
Handcraft
Stunts
Nature
Dramatics
Music
Shower baths
Team games
Track and field events
Singing games
Individual games and athletic events
Flag raising ceremony
Club meetings
Badge test events
Story dramatization
Coaching in games, stunts and special activities
Practice for league games and contests
Rehearsal for demonstrations, circus, pageants, etc.

Special Events

In contrast with the preceding list there is presented here a list of the special events which are held from time to time and which supplement the regular routine activities. A limited number of these features add special interest to the program, they attract parents and others to the playground and they also provide a special incentive for some of the routine activities. Certain children to whom the day-by-day projects have no appeal are drawn to the playground by a special event involving an activity in which they have a particular interest. These events also afford an excellent publicity medium and may be used to interpret to the public the value and service of the playground.

Picnics
Trips to parks, zoo, industry or historical places
Trips to beach or pool for swimming
One day camps
Mardi gras parade
Pageants
Rodeo
Pet show
Doll buggy parade
On wheels meet and parade
Water carnival or pageant
Junior olympics
Block parties
Treasure hunt
Block or playground dance
Movies
Patriotic celebrations
Doll fashion show
Hikes
Nature hikes
Puppet show
Drama festival
Operettas
Minstrel show
Stunt night
Track and field meet
Play days
Athletic badge tests
Baby show
Model boat regatta
Storytelling festival
Folk dancing festival
Lantern parades
Doll show
Baseball field day
Junior elections
Circus
Music festival
Flower show
Hobby show
Athletic carnival
Progressive game party
Nationality nights
Playground demonstration
Mother and Daughter Party
Father and Son Party
Camera hikes
Handcraft exhibition
Kite day
Model airplane day
Band concerts
Nature treasure hunt
Nature exhibit
Wiener roasts
Presentation of awards
Newsboys day
Novelty track meet
Camp fire program
Square dance festival
Radio programs

Continuous, Self-Directed Activities

Most playground schedules such as the suggested daily playground programs which appear in this statement list only the routine events or special features which are emphasized or which receive special attention from the leaders at the hours indicated. On the playground which is well provided with facilities and supplies there are many activities in which children are taking part either continuously or intermittently each day without direct guidance from the playground workers. Many of them involve individual competition, others are informal types of individual play and a few include group activity. Frequently they are used as a basis for special tournaments or events but they are likely to be engaged in at any time. With occasional guidance from the leaders and with adequate equipment, these activities engage the interest of large numbers of children. The following list comprises some of the common self-directing activities.

Marble golf
O'Leary
Lariat
Roller skating
Tennis
Hop scotch golf
Hop scotch
Stilts
Doll play
Box hockey
Jackstones
Ring toss
Badminton
Shuffleboard
Apparatus play
Wading
Sand play
Block building
Tennis
Horseshoes
Handball
Paddle tennis
Table tennis
Pogo stick
Dart throwing
Quiet Games:
Chess
Checkers
Parchesi
Camelot
Lotto
Dominoes
Etc.
Basketball goal shooting
Bean bag games
Marbles
Quoits
Jumping
Tether ball
Rope jumping
Tops
Mumblety-peg
Clock golf
Deck tennis
Croquet
Hoop rolling
Reading
Diabolo
Baseball pitching
Informal games
Kite flying

Playground Clubs

The extent to which playground activities are organized on the club basis varies widely. There are few playgrounds, however, which do not have one or more children's organizations. Sometimes

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they comprise the persons interested in an activity such as dramatics or nature study; often they are a group selected to help with some phase of the playground service, such as a safety club. Many additions could be made to the following list:

Garden
Nature
Knot Hole
Junior Police
Woodcraft
Safety
Model Aircraft
Sewing
Camera
Storytelling
Ukulele
Harmonica
Leaders
Music
Hobby
Glee
Drama
Newspaper
Playground Council
First Aid
Hiking
Little Mothers
Stamp
Poster
Travel

Special Weeks

As previously pointed out, in many cities summer playground programs are planned around a special idea or feature each week. Where this is done, as many parts of the program as possible are related to the theme for the week. There is danger of subordinating the essential play program where over-emphasis is laid on special weeks, but the plan has considerable merit if carried out with judgment and moderation. Some of the themes adapted for special weeks are:

Safety
Mothers and Dads
Drama
Music
Patriotic
Athletic (sports)
Girls
Boys
Vehicle
Circus
Handcraft
Baseball
Folk Dancing
Health
Hobby
In the Air
Doll
Garden
Father and Son
Beautification
Mother and Daughter
Pageant
Festival
Games
Home Play
Leaders
Nature
Election
Learn to Swim

Some Valuable Activities

Games of various sorts, folk dances and some of the other types of playground activities are too numerous to mention here and lists and descriptions of them are available from many sources. The following are lists of some of the valuable but—in many communities—less widely known activities. These lists, especially arts and crafts, could be enlarged indefinitely.

Arts and Crafts
Leather craft
Jewelry making
Wood working — airplanes, boats, kites, toys, lanterns
Modeling
Painting
Weaving
Basketry
Needlework
Sketching
Metal work
Carving—soap, wood
Painting and drawing
Paper folding and cutting
Poster making
Printing
Woodcraft
String quartets or
Stage craft
Celophane craft
Crayonexing
Making scrap books
Dyeing and coloring
Sand craft
Paper craft
Bead work
Cardboard construction
Cement craft
Toy making
Drama Activities
Storytelling
Dramatization of stories
Simple dramatization
One-act plays
Festivals
Pageants
Puppetry
Dramatic stunts
Peep shows

Music Activities
Vocal
Action songs
Singing games
Community singing
Informal singing groups
Choruses
Glee clubs
Quartettes (barber shop)
Whistling groups
Instrumental
Bugle corps
Harmonica bands
Ukulele orchestras
Rhythm bands
Ocarina choirs
Fife and drum corps
Cigar box fiddlers
Kazoo bands
Orchestras
String quartets or ensembles
Saxaphone quartets
Mandolin and guitar groups
Performances
Music festivals
Band concerts
Orchestral concerts
Cantatas
Operettas
Incidental music at pageants, festivals, etc.
Radio concerts
Nature Activities
Making collections
Flowers
Stones
Shells
Leaves
Insects
Nests
Identification
Birds
Trees
Flowers
Insects
Leaves
Nature games
Nature hikes
Playground zoo or aquarium
Gardening
Playground beautification
Miniature gardens
Organized Teams and Leagues
Baseball
Playground baseball
Volley ball
Basketball
Soccer
Captain ball
Dodge ball
Long ball
Newcomb
Hit pin baseball
Nine court basketball
Schlag ball
Net ball
Field ball
Hockey

Contests and Tournaments

Some of the activities in the preceding lists lend themselves readily to organization on the contest or tournament basis or lead up naturally to such events. The activities should be so carried on as to emphasize the joy of participation but the tournament often adds zest to the activity. It also provides a series of events many of which make only slight demands on the time and attention of the workers. A partial list of these activities follows:

Marble golf
O'Leary
Lariat
Pushmobile
Roller skating
Bicycle
Tennis
Swimming
Diving
Poster
Model aircraft
Doll dressing
Model boat sailing
Hop scotch golf
Hop scotch
Low organized game
Stuffed doll
Stilt
Baseball pitching
Sand modeling
Soap modeling
Apparatus
Soap bubble
Archery
Box hockey
Jack knife golf
Jacks
Ring toss
Bean bag
Glider
Balloon
Pogo stick
Diabolo
Horseshoes
Bird house building
Tree identification
Paddle tennis
Table tennis
Badminton
Shuffleboard
Checkers
Chess
Handball
Tether ball
Goal shooting
Rope jumping
Top spinning
One-act play
Swimming badge tests
Mumblety peg
Bicycle polo
Kite flying
Quoits
Clock golf
Deck tennis
Croquet
Botanical
Musical jamboree
Tumbling
Dominoes
Boxing
Wrestling
Hoop rolling
Dart throwing
Music
Camelot

Factors Influencing Program Planning

In planning a summer playground program it is necessary to consider several factors. Among them are:

Size and Development of the Playground. Playground activities require facilities, game courts, apparatus, or open space. Knowledge of the area and of its special features is essential to making a program. In general, however, it is assumed that every playground should have some apparatus, courts for several types of games, a sheltered area either indoors or outdoors for storytelling, handcraft and quiet games and an open area for a variety of play activities.

Ages of Children to Be Served. Some playgrounds, especially very small areas, are reserved for the play of children up to 10 years of age. Often no special activities are planned for children of pre-school age but sometimes this group receives special attention. Most playgrounds, however, are intended primarily to serve boys and girls from 5 to 15 years old. If it is found, as is often the case, that small children come in largest numbers in the morning and older boys and girls in the late afternoon, events appealing to these age groups should be arranged accordingly.

Number of Children to Be Served. Where large numbers of children are to be cared for by one or two leaders, less emphasis can be laid upon small group activities or projects which require special instruction of a limited number of children. Some of the most valuable activities—music, drama, arts and crafts, nature study—can be carried on to advantage only with small groups. This makes it difficult to provide them where leadership is limited or where large numbers of children are to be served.

Hours Playground Is Open. Each community must decide the hours the playground is to be open under leadership before a daily schedule can be arranged. As a rule the playground should be open during the hours when the largest number of children can attend unless leadership is available for the entire day. In most places the afternoon and evenings are the periods when most children come to the playground. In the South, due to the heat, the playground is often closed during the afternoon. The longer the hours the more variety in the program is usually possible and desirable.

Length of Playground Season. Several types of playground projects involve long preparation. If the season is long, it is possible to include such projects whereas if it is open only a few weeks the leaders may not be justified in using them. Naturally fewer feature events, tournaments and special activities can be carried on the shorter the playground season. The daily program is not essentially affected, however, by the number of weeks the playground is open.

Number of Workers. One of the most important factors influencing program planning is the number of workers, which is also related to the daily playground hours. One leader can care for only a limited number of children at one time and in a few different activities. Where a playground has only one worker, the program is likely to be restricted and comparatively little time can be given by the worker to small groups requiring special guidance or instruction. The use of junior leaders and adult volunteers, however, enables the leader to carry on a more varied program. When two or more workers are present on a playground a wider range of activities and more guidance in them are possible.

Qualifications of Leaders. The training and experience of the workers largely determine the activities which are carried on. A leader who is competent in music, drama, handcraft, nature study or some form of physical activity is likely to feature this activity. On the other hand, few persons who have not received special training in these activities are

All kinds of handcraft flourish in the playground program. Here are two boys from the playgrounds of Reading, Pa., tanning the hides to be used in making tom-toms for their Indian program.

likely to devote much attention to them on the playground. A qualification which is important in program planning is the ability to enlist and supervise effectively child or volunteer leadership. Because women leaders are as a rule better suited to conduct small children's and girls' activities and men, on the other hand, can best direct older boys' activities, it is desirable that every playground have at least one man and one woman leader.

The ever popular sand box—still an essential on every playground

Relation to Other Playgrounds. In small communities where there is only one playground, there are likely to be few if any contacts with other playgrounds during the season. The program is planned entirely around the individual playground. In larger cities, however, its program is often influenced by the schedules of other centers. Inter-playground events are held and much time is devoted to preparations for them. Where special supervisors are employed, the hours of their visits to the playgrounds are arranged by the central office. A definite number and types of activities to be carried on by each individual playground are sometimes specified by the managing authority.

Some Suggestions for Planning Programs

A wisely planned program carried on under competent leadership is certain to result in a large number of children being present on the playground and engaged in a variety of activities. Since boys and girls varying widely in ages and interests are usually present, several activities should be going on simultaneously. For this reason most programs provide three or four different activities each period. Since there are seldom more than two leaders on a playground at any one time, this means that all the activities cannot be supervised continuously. Therefore, it is wise to schedule for each period one or two which are more or less self-directing or which can be conducted by junior leaders and one or two other activities which require guidance of the paid workers. The extent to which the various age groups, boys and girls, and the various types of activities receive a fair share of the leaders' time and attention, effects the drawing power of the playground.

Indirect Leadership. Any methods or activities which supplement the influence of the paid workers as exerted through direct leadership of groups and activities, should be fully utilized. One such method is the selection, training and use of volunteers and junior leaders whose services make it possible to increase the number of activities which can be carried on at one time. Another means of enlarging the service of the playground is to encourage participation in the many individual or small group activities which are more or less self-directing and which include some of the most popular games and sports. Where this is done large numbers of children can be actively engaged without any direct supervision. One means of increasing this type of activity is by arranging contests or tournaments. There are also certain types of activity such as play on the apparatus, in the wading pool and sand boxes which are almost continuous and which require only occasional supervision. Where through occasional suggestions, instruction and organization, participation in these various activities is encouraged, several activities are engaged in simultaneously even when only one paid worker is present.

Common Mistakes. There are two common mistakes in program planning. One is to provide so few events and activities that many children find little or nothing to attract them or to retain their interest. Such faulty planning sometimes results from inadequate preparation on the part of the leaders. The person trained only in physical activities, for example, may neglect all other types, a musician may overemphasize music or a kindergartner is likely to

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give major consideration to the younger children's activities. Failure to arrange special events and features from time to time during the summer is another aspect of the same problem. Programs planned by untrained, inexperienced or lazy workers are likely to be limited and lacking in variety.

At the other extreme is the program which is so full and varied and with so many featured events that the playground schedule is crowded and pressure is exerted on both children and play leaders to carry it out. As a rule children enjoy participating wholeheartedly in a few activities. On playgrounds, especially those having a relatively small attendance, too many special features should not be scheduled. Otherwise there is a tendency to urge children to participate in order to make a good showing or to "put over" the various features successfully. There is also a danger that leaders will require children to work on projects much longer than they enjoy doing in order to complete them on scheduled time. On the other hand, once the special event has taken place the children may be urged to start preparing for the next one whereas they may prefer to continue with the activity. The happy medium is attained when there is sufficient variety in the regular activities to meet the needs and interests of each child and enough special events to challenge the interest and co-operation of the entire group.

Inter-Playground Activities.

The place which should be given to inter-playground contests and events is a question which must be decided in preparing a program in a city where there are several playgrounds. It is not a problem in the small community with a single playground, although if there is a playground in a neighboring community one or more occasions may be arranged during the summer for groups from both grounds to join in activities. Competition between playgrounds is common in both team and individual events. Frequently tournaments are held on each playground after which the respective winners compete in a district or city-wide tournament. This tends somewhat to subordinate the local to the city-wide event on the playground program, but other than adding a series of city-wide events, usually carried on at a central playground, it does not materially affect the individual playground program.

The effect of inter-playground competition is more likely to be felt in the case of team games. Instead of attempting to organize several teams on the individual playground, the director is likely to select a single team in each sport. Where this is done fewer games are likely to be played and fewer boys and girls drawn into the activity. Many recreation leaders believe that emphasis should be laid on intra-playground activities, with perhaps short city-wide championship series in which the winning team from each playground participates. Inter-playground team competition also influences the program in that if workers accompany teams on trips to other grounds, the other children are deprived of their services during these periods. Consequently fewer activities requiring guidance can be carried on. The participation of groups from the playgrounds in a city-wide feature such as a circus or festival, unless wisely planned, is also likely to result in undue emphasis and attention given to the limited groups taking part with corresponding neglect of the other parts of the playground program.

Evening Activities.

The evening use of playgrounds for activities under leadership has become quite common during the last few years. Some grounds are now lighted for night use although special courts for tennis, handball, horseshoes and other games are more frequently equipped in this way than are children's play areas.

In many neighborhoods the child attendance at the playground is as large during the evening as at any other time of day. In addition many young people and adults are likely to be present, the number depending upon the size of the playground and the suitable facilities it affords.

In spite of the large evening attendance comprising persons of a wide age range the staff assigned for evening duty is sometimes smaller than during the day. Consequently few

Some Inexpensive Publications for the Playground Worker

Conduct of Playgrounds	$ .25
Handcraft (Patterns and directions for making toys and articles)	1.50
88 Successful Play Activities	.60
What We Did on a Summer Playground	.20
Games and Play for School Morale	.25
Recreative Athletics	1.00
Suggestions for an Amateur Circus	.25
Sand Modeling Manual	.20

organized activities are usually provided for children. They are encouraged to play on the apparatus and in the sand boxes, and to engage in individual contests and low organized games, started with the help of the leader. Certainly it is not possible during the short evening period to devote time to small group activities requiring the continuous direction or help of the worker.

Two types of organized activity, however, feature evening playground programs. One consists of the varied adult activities which are started with the help of the worker but which are carried on largely by the groups themselves. They include leagues in baseball, volley ball, playground baseball and other games; tournaments in horseshoes, handball, roque, ping pong and other games; clubs in special activities like checkers, hiking or choral singing and classes in swimming, tennis or archery. The number of such groups which can be carried on depends much upon the number and qualifications of the paid leaders and their ability to enlist the active interest and co-operation of competent volunteers. The other feature of evening programs is the special program, often designated as community nights, designed to attract a large number of people to the playground. Such programs, often held bi-weekly, should provide opportunities for participation by the entire group attending them as well as for demonstrating various activities which both children and adults engage in on the playground.

Preparing for the Program.

A few specific suggestions for the preparation of playground programs follow:

1. Provide a wide range of activities of different types —physical, manual, rhythmic, musical, dramatic, etc.
2. Include activities for boys and girls of various ages.
3. Divide the leaders' time fairly between different age groups, boys and girls and between various types of activities.
4. Alternate strenuous with quiet activities; team games with individual play, etc.
5. Schedule special activities at a time most convenient for the group to be served.
6. Arrange periods so that if a project or activity is not completed on schedule time, it be carried over without interfering with the program.
7. Provide times when no specific activity is scheduled.
8. Plan a special feature to take place each week to ten days.
9. Correlate the various playground activities with the special feature, as far as possible.
10. Encourage informal self-organized activity, by giving it a place on the program.
11. Include activities which involve co-operation as well as those which feature competition.
12. Allow the individual playground leader some freedom in the choice of activities.
13. Make programs progressive, pointing to climax at end of season.
14. Feature activities of the play day type with large members participating rather than events in which only the playground champions participate.
15. Give the children opportunities to make suggestions as to the program.
16. Revise your program if certain features do not prove satisfactory or if conditions indicate changes to be desirable.
17. Keep a balance between the special events and the regular routine activities.
18. Avoid any tendency to bribe or force children to take part in an activity.
19. Emphasize opportunities for all to participate rather than the development of champions.

Some Typical Programs

As previously pointed out, there are three aspects of planning the summer playground program, namely, arranging daily, weekly and summer schedules. The suggested outlines which follow illustrate the method which may be followed in preparing such schedules. The accompanying comments will be helpful to leaders in interpreting these programs and in preparing others for their own playgrounds.

No specific rules can be laid down as to the scheduling of the various activties. The prevailing conditions, traditions and habits of the people in the neighborhood must be taken into account. In certain neighborhoods many of the older children must leave the playground by 4 o'clock in the afternoon in order to help prepare the evening meal or to deliver papers. In others few small children are present during the early afternoon periods because of enforced rest periods at home. At some playgrounds special events will be attended by many parents if they start at 3:15, for example, whereas few parents could be present at 2:30. Where Monday attendance is light because children help at home with the laundry, major events should not be scheduled on that day. Wise program planning takes advantage of these facts and provides for activities at the times when the children interested can take advantage of them.

The Daily Program.

The playground day often starts with the flag raising, sometimes accompanied by community singing and announcements, after which there is a period devoted primarily to preparing the grounds for the day's activities. Apparatus and equipment are set up and inspected, courts are prepared for use and preparations made for the morning's play activities. Sometimes courts and

other activities are assigned to groups at this time for use during the morning. The children often assist the leaders with this part of the program. If there is a caretaker on the ground much of this work is done before the leader arrives and before the ground is officially opened for play.

The mid-morning hours are usually well suited for strenuous activity. The attendance is often less than at the other periods so few special or feature events are held in the morning. Since there are likely to be many of the younger children present, they receive considerable attention. The period immediately preceding the lunch hour is suitable for quiet games and activities such as handcraft and storytelling.

It is generally advisable, if possible, to have one worker present on the playground from the time it opens in the morning till closing time at night. Activities are seldom scheduled, however, during the lunch hour, except for an occasional picnic. The leader on duty at this time can prepare for special afternoon events or help individuals with special play projects.

The early afternoon hours may be devoted primarily to fairly quiet activities although informal team games and other strenuous individual activities attract many children. This is often a good time of day for some of the special group activities such as dramatics, music, or nature study. The league games, special tournaments, and feature events are usually scheduled for the middle of the afternoon when the attendance is largest and when many friends and parents are likely to be present. The latter part of the afternoon is a good time for meetings of clubs, committees or junior leaders' corps. Activities such as dramatics, music or handcraft are sometimes carried on at this time. League games for employed young people are frequently played at the end of the afternoon.

The hours from 6:30 or 7:00 till dark are frequently the busiest of the entire day. The program depends a great deal on whether more than one leader is present and also on the extent to which the playground attracts and serves young people and adults. If only one leader is employed during the evening his entire time is likely to be required for looking after the interests of the various groups—keeping activities going and helping here and there as conditions require. If there are two leaders, however, one of them can give his entire attention to the organization and promotion of activities. It is desirable that at least every two weeks there be a special evening program which will attract a large attendance and in which many can participate.

Two suggested daily programs follow. One is for a playground having two leaders—one man and one woman. The other is for a playground where three leaders are employed—one man and two women. Each playground is open morning, afternoon and evening. In the case of the former, one worker is on the ground during the morning and evening and two during the afternoon; on the latter, two workers are on duty each session.

Practically the same activities are suggested for the two playgrounds. During the morning hours, however, on the playground where only one leader is present, fewer activities requiring the direct guidance of a leader can be carried on than on the other playground, or else they must be offered fewer times per week. Moreover, since the leader must give general supervision to the entire playground he cannot give his undivided attention to any of the special activities. He must rely more on assistance from junior leaders or volunteers. Informal, self-organized group play will likely be more in evidence on this playground. Since under both plans two workers are present in the afternoon, the programs differ but slightly. During the evening a more highly organized and varied program is possible where two leaders are on duty.

It will be noted that at certain times workers help get activities started and then turn their attention to other groups. For example, each day from 11 to 11:30 a worker devotes her attention to a group in handcraft. The craft activity continues until noon but by 11:30 the group can get along without the leader's assistance, so during the period from 11:30 to 12:00 she leads another group in some other activity. Likewise one of the leaders helps organize team games from 2:00 to 2:30 after which he can give his attention to some other part of the playground. In the meantime the team games continue.

The asterisks (*) in the following programs indicate the activities to which the workers give more or less direct and continuous supervision. It will be noted that during several periods more than two activities are so indicated. In such cases, all these activities are not conducted under leadership each day. Some of them are carried on only once or twice a week. Reference to the suggested weekly schedule for a playground with the

corresponding number of workers will help in a study of these daily programs. The other activities are started and carried on by the children themselves, are merely gotten under way by the leaders and then left to the children, or are under the direction of volunteers or junior leaders. It should not be forgotten that throughout the entire day many children will be engaged in a great variety of continuous self-directed activities, a list of which appeared earlier in this statement.

SUGGESTED DAILY SUMMER PLAYGROUND PROGRAMS

The following program is arranged on the basis of two leaders being employed—one man and one woman. It is assumed that the woman will be on duty morning and afternoon, and the man afternoon and evening.

	Children under 8	*Children 8 to 11 incl.*	*Boys and Girls over 11*
9:30—10:00	Flag raising. Getting out equipment; inspecting apparatus and grounds; marking courts; distributing game supplies; posting announcements; organizing groups for morning play.		
10:00—10:45	Group and singing games * Apparatus play	Low organized games * Apparatus play	Informal team and group games
10:45—11:00	No special activity scheduled; free play; attendance taken; playground clean-up.		
11:00—11:30	Sand box play—Block building	Handcraft * Nature activities * Quiet games	Handcraft * Nature activities * Quiet games
11:30—12:00	Storytelling * Sand box play—Block building	Badge tests, stunts, etc. *	Badge tests, stunts, etc. *
12:00— 1:30	No scheduled activity—Male leader prepares for afternoon events. Occasional picnics or weiner roasts. Quiet games. Continue on handcraft projects.		
1:30— 2:00	Storytelling and story acting *	Group games * Music * Apparatus play	Music activities * Informal group games Individual games and athletic events
2:00— 2:30	Free play activities Sand box play Quiet games		Organization of team games * Practice for league games or for special events. Preparation for afternoon features *
2:30— 2:45	No special activity scheduled; free play; attendance taken; preparation for special events or contests.		
2:45— 4:15	Apparatus play. Singing games. Taking part in or watching special events	Contests, tournaments or special features * Handcraft. Preparation for coming events.	Special features, outings, contests and tournaments ** League games in playground baseball, volley ball, etc. Preparation for coming events Handcraft
4:15— 5:15	Quiet games. Sand box play	Storytelling * Dramatics * Folk dancing * Quiet games. Meetings of playground clubs and committees	Completion of special features * Storytelling * Dramatics * Folk dancing * Meetings of playground clubs and committees. Quiet games
5:15— 6:30	No scheduled activity. One leader present. Collect playground supplies and check condition of playgrounds. Playground may be used by young people or adults for team games.		
6:30— 8:30	Free play, apparatus play, self-organized games, quiet games, watching special events		Informal team games. Twilight leagues for young people and adults. Special neighborhood programs and demonstrations *

The following program is arranged on the basis of three leaders being employed—one man and two women. It is assumed that one woman will be on duty morning and afternoon, the other, morning and evening and the man afternoon and evening.

	Children Under 8	*Children 8 to 11 incl.*	*Boys and Girl over 11*
9:30—10:00	Flag raising. Getting out equipment; inspecting apparatus and grounds; marking courts; distributing game supplies; posting announcements; organizing groups for morning play.		
10:00—10:45	Group and singing games * Apparatus play	Low organized games * Apparatus play Sand box play	Group and team games * Practice for contests and tournaments
10:45—11:00	No special activity scheduled; free play; attendance taken; playground clean-up.		
11:00—11:30	Sand box play Block building	Handcraft * Music * Badge test events, stunts,* etc. Quiet games. Nature activities *	Folk dancing * (girls) Badge test events, stunts, etc. * Handcraft * Music * Nature activities *
11:30—12:00	Storytelling * Quiet games		
12:00— 1:30	No scheduled activity; one leader present; occasional "picnics" or weiner roasts; quiet games.		
1:30— 2:00	Storytelling and story acting * Apparatus play	Group games and relays * Apparatus play	Group games and relays * Individual games and athletic stunts
2:00— 2:30	Sand box play. Free play activities Quiet games	Quiet games. Free play activities Preparation for future events	Organization of team games * Practice for league games. Preparation for special or feature events *
2:30— 2:45	No special activity scheduled; free play; attendance taken; preparation for special events and contests.		
2:45— 4:15	Apparatus play. Singing games. Taking part in or watching special events	Contests, tournaments or special features * Handcraft. Watching league games	Special features, contests, tournaments or outings * League games * Handcraft. Preparation for future events
4:15— 5:15	Sand box play Quiet games	Storytelling * Dramatics * Quiet games Meetings of clubs and committees	Storytelling * Dramatics * Quiet games. Completion of special features * Meetings of clubs and committees. Preparation for community night events *
5:15— 5:30	Collecting game materials and playground supplies; check up on playground.		
5:30— 6:30	No scheduled activity—one leader present. Playground used by young people or adults for team games.		
6:30— 8:30	Free play on apparatus and self organized games. Watching special events. Quiet games.		Twilight leagues for young people and adults. Informal individual and team games. Special neighborhood programs and demonstrations **

The Weekly Program

Because of the diversity of interests and activities on the playground and the limited staff it is impossible for all activities to be carried on each day. It is desirable, however, to have certain activities scheduled for definite periods so children will know that at such periods instruction or leadership will be available. This applies especially to such activities as handcraft, dramatics, storytelling, folk dancing, music and nature study which require the guidance of a trained leader. From one to four periods a week are generally reserved for them. Periods should be so arranged as to take advantage of the special abilities of the respective workers.

There is also an advantage in having contests or feature events such as marble or kite flying contests, pet shows, circus, etc., on the same afternoon each week. Parents are likely to plan to attend the playground on this particular afternoon. Likewise the evening community program is likely to be better attended if it is scheduled for the same evening each week.

The following are two suggested weekly programs for playgrounds with two and three workers respectively. No events are listed which are held at the same time each day throughout the week. Few differences are observed in the number of periods devoted to the various special activities. However, the additional leader makes it possible to give greater attention to these activities and also to the informal and individual play. She also makes possible two activities under leadership during the morning hours instead of one only. With the additional worker it is possible to arrange more community night programs and one or two more trips away from the playground.

It is assumed in the two programs which follow that when two activities are scheduled for any period, a worker will be in charge of each activity. These programs have been designed to fit in with the preceding daily schedules and should be studied in connection with them.

SUGGESTED WEEKLY PROGRAM FOR SUMMER PLAYGROUND WITH TWO WORKERS—One Woman and One Man

Hours	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
10:00—10:45	Staff meeting 9—10:30	Group and singing games	Low organized games	Group and singing games	Low organized games	Group and singing games
11:00—11:30	Handcraft daily					
11:30—12:00	Storytelling	Tests, stunts, etc.	Nature activities	Tests, stunts, etc.	Storytelling	Tests, stunts, etc.
12:00 — 1:30		Picnic				
1:30— 2:00	Group games	Storytelling and story acting	Group games	Storytelling and story acting	Music	
2:00— 2:30			Playground hike Trip to swimming pool Inter-playground events (Every 2 or 3 weeks)		Preparation for special features	
2:45— 4:15	Tournament finals or special contests	League games	Preparation for Community Night	League games	Special weekly feature events	
4:15— 5:15	Folk dancing Storytelling	Folk dancing Dramatics Safety club	Folk dancing	Folk dancing Dramatics Newspaper staff meeting		
6:30— 8:30			Community Night (Every 3 weeks)			

SUGGESTED WEEKLY PROGRAM FOR SUMMER PLAYGROUND WITH THREE WORKERS—Two Women and One Man

Hours	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*	*Saturday*
10:00—10:45	Staff meeting 9—10:30	Group and singing games. Team games (boys)	Low organized games Team games (girls)	Group and singing games. Team games (boys)	Low organized games Team games (girls)	Group and singing games. Team games (boys)
11:00—11:30	Handcraft daily Folk dancing	Folk dancing	Music	Folk dancing	Folk dancing	Nature activities
11:30—12:00	Folk dancing Tests, stunts, etc.	Folk dancing Storytelling	Music Tests, stunts, etc.	Folk dancing Storytelling	Folk dancing	Nature activities
12:00— 1:30		Picnic		Picnic		
1:30— 2:00	Storytelling and story acting	Group games	Storytelling and story acting	Group games	Music	
2:00— 2:30			Playground hike Trip to swimming pool Inter-playground event (Every 2 weeks)		Preparation for feature events	
2:45— 4:15	Tournament finals or special contests	League games		League games	Special weekly feature events	
4:15— 5:15	Storytelling Junior leaders corps	Dramatics Safety club	Rehearsals or preparation for Community Night	Dramatics Newspaper staff meeting		
6:30— 8:30	League games		Community Night (bi-weekly)	League games		

The Summer Program.

One of the most important planning problems is to arrange a sufficient number of varied activities to provide a progressive, well-balanced program for the summer. If too many special events are scheduled there is the danger that the program will be overcrowded and that children will be urged to participate in them rather than to engage in the activities which most appeal to them. On the other hand, children enjoy weekly events such as kite flying contests, pet shows, doll parades. These events also provide a special incentive for handcraft projects—for example, the making of puppets for a puppet show, or of lanterns for a lantern parade give definite objectives to the handcraft program. Likewise a circus or festival at the end of the summer provides an opportunity to demonstrate many of the regular playground activities.

The numbers and types of tournaments, contests, leagues and special events which should be planned depend upon many factors such as the size and type of playground, number and qualifications of the leader, attendance and character of the neighborhood. The program suggested here is intended merely to suggest how a season's activities may be planned. A special title is given to each week. This is not essential, though it does help focus attention on the week's special feature. Under the heading "Feature Events" are listed the outstanding activities or features for the week, including the weekly evening program. Unusual activities of minor importance or in preparation for a coming event are listed under "Special Activities." A fourth column lists some of the duties which the playground director should perform during the week in order to assure the smooth operation of the program.

The following program does not provide for interplayground contests, leagues or tournaments. If these are to be a part of the program, it would need to be revised accordingly. Its operation does not require the assistance of special supervisors, if the leaders are competent. It is probable that this program could be carried out on a playground with three workers but that with only two workers some of the feature events would have to be eliminated.

SUGGESTED SUMMER PLAYGROUND PROGRAM

Special Activities Each Week

Week	*Designation*	*Feature Events*	*Special Activities*	*Preparation*
FIRST	Organization	Checker tournament Community Night—Singing and talk on summer playground program	Start bird house construction Start nature collections Safety games and stories Practice for baseball pitching tournament	Get acquainted with children Registration Teach proper use of apparatus Interest neighborhood parents Encourage informal team games and activities Arrange for playground trip Try to discover junior leaders
SECOND	Nature	Trip to woods, park or zoo Pet show Baseball pitching tournament	Finish bird house construction Start making scooters and wagons Start making homemade games Continue nature collections Nature stories Marking and identifying trees and shrubs on playground Playground beautification Volley ball and playground baseball games start	Determine events for Play Night Organize league teams in volley ball and playground baseball Form ukulele and harmonica groups Prepare for O'Leary contest Complete arrangements for pet show Appoint junior leaders
THIRD	On Wheels	On wheels meet—roller skates, bicycles, scooters, wagons, etc. Community Play Night O'Leary contest	Finish scooters, wagons, etc. Start making doll houses Start making doll dresses Start making decorations for doll carriages Stories of travel and transportation Dodge ball team games start Training for athletic badge tests	Form dodge ball league teams Select playground newspaper staff Arrange transportation to pool or beach
FOURTH	Doll Week	Doll show Doll village contest Trip to swimming pool or beach	Start basketry Finish doll houses and dresses Finish decorations for doll carriages Continue training for athletic badge tests Preparation of playground newspaper	Select groups for sports demonstration Secure blanks for badge tests
FIFTH	Sports Week	Athletic badge tests Rope jumping contest Demonstration of Games and Sports Night	Basketry Making belts Making puppets Preparing for puppet show Soap carving Stories of athletes and heroes Making scrap books Start paddle tennis tournament Publication of playground newspaper	Select plays and cast for Music and Drama Night Arrange to visit another playground

SUGGESTED SUMMER PLAYGROUND PROGRAM—Continued

Special Activities Each Week

Week	*Designation*	*Feature Events*	*Special Activities*	*Preparation*
SIXTH	Arts and Crafts Week	Soap carving contest Exhibit of handcraft Sandcraft contest Visit another playground	Basketry Complete paddle tennis tournament Continue preparations for puppet show Rehearsal of simple plays Rehearsals of ukulele and harmonica groups Start captain ball games Complete paddle tennis tournament Practice for marbles contest	Form captain ball teams Complete arrangements for Music and Drama Night
SEVENTH	Music and Drama Week	Puppet show Demonstration by playground, drama and music groups Music and Drama Night Marbles contest	Dramatic stunts Playground singing Start horseshoe tournament Prepare costumes for playground demonstration Start model boat building Complete dodge ball league	Start planning for playground circus, posters, stunts, music, costumes, animals, etc. Select folk dances for playground demonstration
EIGHTH	Folk Dance Week	Playground folk dance demonstration and contest Ping pong tournament Playground hike	Complete horseshoe tournament Complete volley ball league Stories of other lands Continue model boat building Start tennis tournament Preparation for hobby show Continue preparations for circus	Secure location for hobby show Make arrangements for playground dance
NINTH	Hobby Week	Model boat sailing contest Croquet tournament Hobby show Playground or block dance	Complete tennis tournament Complete playground baseball league Complete captain ball league Final circus preparations—music, costumes, animals, stunts, etc. Distribute circus posters Stories of inventors Preparation of playground newspaper	Complete arrangements for circus including permission for parade Prepare records for awards and honors
TENTH	Circus Week	Playground parade and circus Distribution of playground awards and honors	Complete handcraft projects Complete all leagues and tournaments Publication of playground newspaper	Complete playground records and reports Check and turn in all playground supplies

A Century of Progress through Books

By JANE KITCHELL
Vincennes Public Library

LAST SUMMER Vincennes, Indiana, enjoyed a "Century of Progress Through Books" which combined fun and reading. It was formally opened May 26th and closed July 22nd. Not being organized for profit, there was no capital stock. Any boy or girl in the city who owned a library card was eligible to become a founder by registering at the main or branch library. Previous to the opening of the fair the management of the corporation was vested in the Board of Trustees of the Public Library.

Construction began immediately on a number of buildings, including travel and transportation, a museum of history, general exhibits, a Court of Nations and the Indiana building. The children day by day added to the construction of the buildings bright colored bricks received for each book read. Every brick had the child's name, school and book title inscribed upon it, and the building in which it was placed was determined by the type of book read.

A sightseeing trip revealed a big umbrella, Enchanted Island, the magic mountain guarded by the tin woodman, the marble house, and the Temple of Hehol. The Court of Nations, an exhibit built by the children, displayed relics and souvenirs of other lands and people provided by the children from their collection of treasures.

Hollywood with its picture theater was established in the basement. Admission was by ticket only given for each book read during the week. At the theater there were weekly story hours featuring other countries; slides of different lands were shown supplemented with views of the Century of Progress, and a talk on the fair. Orchestras and other music groups added to the success of the music festival and Indiana Day.

To help stimulate interest the winners each week had their names in the Hall of Fame for the best written book report, the best oral report, the best contribution to the Court of Nations, and for the largest number of books read.

The exposition closed with a pageant parade when the King and Queen were crowned. The honors fell to the boy and girl reading the largest number of books. Scouts, drums and bugles heralded the approach of the float bearing the newly acclaimed sovereigns and their royal court. Two other floats accompanied the royal float, carrying the Enchanted Island and several of the completed buildings. These were followed by 300 diploma winners forming an avenue of flags. The grand finale took place at the library amid a blaze of colored lights and the balloon ascension. Public-spirited citizens donated trucks and fireworks to make the occasion memorable to the children.

The diplomas were awarded in the fall at the first Parent

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"The primary purpose of the Century of Progress held in Chicago last year was 'to depict man's achievement in the past hundred years.' The world today enjoys new means of transportation, new methods of communication, new processes of manufacturing, and new methods to fight disease, much for man's health, comfort and safety, all of which can be found in books in your own public library."

The Pittsburgh Day Camps

Interest in day camping has become so keen that it has seemed desirable to publish in some detail information regarding the day camp conducted in the summer of 1933 by a number of local agencies in Pittsburgh.

LAST SUMMER a program of day camping utilizing four of the city parks and financed by the City of Pittsburgh was instituted under the joint auspices of the Federation of Social Agencies, the Community Councils and the Recreation Department. The project successfully provided a five-day camping period for more than 3,200 children living in congested neighborhoods. These children were selected on the basis of their health and recreational needs by the schools and relief agencies. At the end of the season a report on each child was sent to the referring agency.

The four districts chosen for the experiment were those whose residents were felt to be in the greatest human need. Registration was conducted in the local Community Council offices of these districts, and the camps were open for eight five-day periods from July 5th through August 25th.

The Program

In planning and carrying out the daily program it was the purpose to provide activities which would have some carry-over values, and which would not be too strenuous for the children. The program which follows shows the activities provided in general in all of the camps.

9:00 A. M.	Children meet counsellors at car stop. Board special cars. Attendance check-up. Singing.
9:30 A. M.	Children leave street car. Walk to camp headquarters. Attendance check-up. Game period (games of low organization such as ring games, relays, combat, etc.)
10:15 A. M.	Athletics (mush ball, volley ball, etc.) or handcraft.
11:00 A. M.	Hikes (exploration trips, nature lore, etc.) or handcraft.
11:45 A. M.	Personal clean-up. Attendance check-up and quiet period.
12:00 Noon.	Lunch—cafeteria style.
12:35 P. M.	Rest period with quiet group singing and story-telling.
2:00 P. M.	Swimming (boys one day, girls the next) or showers for group not swimming, or handcraft.
3:00 P. M.	Free play (any activity in which children care to participate).
3:15 P. M.	Personal clean-up. Returning equipment and clean-up camp site.
3:30 P. M.	Attendance check-up. Walk to street car.
3:45 P. M.	Board street car.

Handcraft. The day camps had an exceptionally good handcraft program, the children making things both beautiful and useful which they took home. The types of craft activities included wood work (jig saw work), tin work, spatter prints, crayon prints, clay modeling, plaster of paris work, needle work, paper work, lanyard making, yarn work, painting, sketching, soap carving, work with thistles and burrs, paper weaving and copper work.

Dramatics—Storytelling. The dramatic work attempted was simple and elementary but some excellent results were secured. The creative type of acting was employed and the younger children dramatized nursery rhymes, while the older ones did story-acting. The groups were mixed both in sex and color. Some of the typical plays presented were: "The Dancing Princess," "Rumpelstiltzkin," and "Little Scarface." Storytelling was popular when the stories were told in small groups. In addition to such stories as the "Just So Stories," and fairy tales, the campers repeatedly asked for stories about other camps.

Games. The children enjoyed the game periods which were planned for the different age groups. Treasure hunts, hare and hounds, and play day programs were received most enthusiastically.

Nature Lore. Nature lore was one of the popular hobbies and was introduced into the program through hikes, stories, nature games, and the making of leaf and flower spatter and crayon prints. In one park two selected groups were taken on all day hikes. The children cooked their own lunch in the woods over bonfires, learned to build fires and became familiar with a great deal of nature lore. The interest shown by those chosen to go on the hikes and by others was very keen.

Athletics. No very strenuous athletic activities were scheduled. Mush ball proved the most popular game, with volley ball a close second followed by basketball and football.

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Music. Singing, although not a scheduled activity, was used daily as a program feature wherever it seemed to fit in best. The children enjoyed it greatly, and many asked to learn songs which they had heard former campers singing. Action songs and rounds were especially liked.

Health Considerations

The children registered for the camps were given medical examinations in the parks on each Monday morning by members of the medical staff of the city. These examinations were necessarily brief. Some of the children were sent home for various causes. There were many children found by this hasty examination to be undernourished and malnourished. In some cases where abnormal or dangerous conditions were found they were reported back to the case workers. A total of 228 children for health reasons were not allowed to remain in camp. The result of the summer's experience showed that it would be better in planning future camps to have the children report for examinations at some place in the district on the Friday or Saturday preceding their camp week. This plan would give the registrars an opportunity to fill the places vacated by children not going to camp. It would also have the advantage of making the examinations more private and less embarrassing to children who are sent home for health reasons.

Information on day camping may be secured from a number of sources. Girl Scouts, Inc., New York City, has published a booklet entitled *Girl Scout Day Camps*, containing much practical information of general interest. It may be secured for $.20. A bulletin, the *Home Camp*, issued by the Jewish Welfare Board, New York City, also has many helpful suggestions. The price of this bulletin is $.20.

Each noon before luncheon the children were given a few minutes of rest, and after luncheon there was an enforced quiet period. The quiet activities generally carried on during this period were stories, reading and quiet games. Lunches of sandwiches and milk were provided during the greater part of the camp period by the Board of Education, School Lunch Department, at a cost of eight cents each. Fruit was purchased wholesale. The season's experience showed that the per capita cost of eight cents was not adequate, and it has been suggested that in the future twelve cents be expended for the lunches.

Leadership

In charge of each of the four camps were two head counsellors, one man and one woman. A director was in charge of all four camps, making a total paid staff of nine people. These counsellors were well chosen and were qualified to assume the responsibility of directing the volunteer staff. In each of the four camps the head counsellors tried to have at all times at least five volunteer leaders for the girls and five for the boys. These people could not be expected to give their entire time throughout the summer because of other interests. The eighty volunteers did, however, give splendid service, thirteen of them working for the entire period. The spirit displayed by all the counsellors, both volunteer and paid, was excellent. "It would be difficult," states the report, "to find a higher type of volunteer service than that which the camps enjoyed. Working as they did for no return other than lunches and carfare, they are to be highly commended. The staff was busy all the time, there being no opportunity for time off as there is in a full time camp." At the end of the season a party was given for the counsellors in the downtown Y. M. C. A.

On their arrival at camp the campers were divided into family groups, and each counsellor was made responsible for a group of ten. For special activities, hobbies and handcraft, the children did did not stay in these groups.

Finances

The amount appropriated by the City Council for the day camps was $5,200. The financial statement showing in detail how the money was spent follows:

FOOD			
6,206	Lunches at 10¢ per lunch	$ 620.60	
13,073	(approx.) lunches at .08¢ from Board of Education, School Lunch Department	1,045.83	
64	Crates of fruit (enough for 16 days) at $4.48 per day	71.68	
16	Days' transportation of food by independent driver at $4.	64.00	
	Extra food for counsellors—emergency	.70	
	Farewell party for volunteer counsellors	10.35	
			$1,813.16
PRINTING			
8,000	Day Camp application blanks	$ 25.50	25.50
TRANSPORTATION			
	Children—Special Street Cars		
39	round trips from North Side District, at $12.00 daily	$ 468.00	
39	round trips from Hill District, at $7.50 daily	292.50	

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A Tin Can Carnival

By ZORA JOY GIFFORD
Special Club Leader
Sedgwick and Cowley Counties, Kenses

ANYONE PLANNING a Tin Can Carnival might well imitate the youngsters who charge admissions of "One penny and three pins," and charge "One dime and three bright, shiny tin cans," because by the time the tin can has made its full sacrifice for the sake of our carnival there will be hundreds of them — either dead or alive, decorative or useful — scattered about the place!

The idea for this carnival came last summer during a session at camp where the children were given tin can work instead of more costly kinds of handcraft taught them in past years. They pronounced it the "best handcraft we ever had," and the number of different kinds of things they made indicated the unlimited use to which tin cans can be put and the great satisfaction to be had from the craft.

The following plans are of course more or less suggestive and should be rearranged, enlarged or altered as occasion demands. For a touch of sophistication, the carnival might be planned as an afternoon tea dance or perhaps an evening affair. In this case less program from the stage would be necessary, but a good orchestra would be indispensable. On the other hand, if the carnival were given in a church basement, a country fair could be portrayed. If this were done emphasis might be put upon the booths, and specially able "criers" obtained to preside over each. Their jests and banter would be a feature of the evening.

Making the Articles

Of course the object of our carnival is to make money for our organization, be it club, class, young people's society or other group. It will have to be planned some time in advance, and the very first thing that demands our attention will be making the things that are to be sold. The details of the decorations, refreshments, program and the like can be left until later. Committees will be necessary to supervise this "manufacturing" and as well as booths, decorations, costumes, program, stage setting and refreshments. Of course it is expected that all members of the organization will contribute something in the manufacture of the things to be sold and each will have a place on some committee or in some official capacity on the day of the affair.

A workshop in the basement of someone's home will probably be the best way to solve the problem of manufacture. A church or other organization having its own building or meeting place could turn its headquarters into a workshop for the few weeks preceding the carnival. Some of the articles can be made at home without any difficulty and with a very small array of tools, but others will require special tools which will not be found in most of the homes. (These may have to be borrowed with a promise to take extra good care of them and return them promptly when you are finished with them.) Another reason for doing the work in a central place is that ideas come so much more readily and it is so much more fun when people work together.

All articles that are to be offered for sale will of course be of the very best workmanship. All edges will be carefully finished—no cuts from anything sold at our carnival! And cuts are not at all necessary if the edges are filed properly and dressed down with steel wool (size ooo is best) just as soon as the tin is cut. This is safety first for the worker; for a finished job and safety for the purchaser, all straight edges must be hemmed —that is, turned back just as a piece of goods is turned back for a hem. Once you have the thrill of the craft and the knack of handling the material, many clever creations will suggest themselves to you and each will be the forerunner of others just as clever. They may be staunchly utilitarian, such as the sugar or flour scoops, the tin cup, the kitchen utility cup, or the memo pad holder; or they may be just as frivolously decorative as the candle holders, the ash tray, the nut cups or the place card holders. Flower pot containers, bird houses, pin trays, letter holders, and even novelty jewelry are other possibilities.

Modernistic letter holders with desk blotter-pad corners to match ran like an epidemic through

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the camp, and when decorated with a touch of gilt on bright enamel they are not to be scorned! Both of these are among the simplest things to make. For the letter holder a small or medium-sized can is flattened and the pattern marked out. It is then cut, filed and finished around the edges. Next it is bent over a piece of hard wood with square edges, the back being left higher than the front. After it is bent it should be painted both inside and out. Stand it upside down and allow it to dry. One clever design has the back cut square-cornered and painted sky blue, with clouds if you wish; against this, the front shows a green tree silhouetted.

For the blotter corners the simplest procedure is to cut a rectangle having a length equal to the base of the triangle which is the finished corner and a width equal to its altitude. This rectangle is filed and smoothed with steel wool and the two corners bent back over the wood block to form the triangle. A little experimenting will indicate many patterns by which these corners may be cut.

Sugar scoops come in several varieties; one evolved by one of the younger boys and later copied by several others was cut low on the seamed side of the can and left high on the other. The handle, which was a 4-inch piece of broom handle, was fastened by a screw to the bottom of the can. When enameled white it was a very presentable and usable piece.

In making bracelets, it is imperative that the edges be smooth and that there are no snags or rough,sharp edges. *Special* care must be taken in finishing these edges. Improperly finished bracelets were the source of nine-tenths of the accidents at camp, and all could, of course, have been prevented if the proper precautions had been taken to dress the tin down before bending it into bracelets. Although these bracelets may not have much to recommend them in point of strength or durability, they can be made attractive and would be welcomed as inexpensive gifts for young girls. Usually they are cut with scalloped edges or some other pattern and left shiny or painted, as the designer may wish.

For the flower pot containers, medium or large cans should be used. They will be more graceful if they are divided into sixths at the top and split about half way down with the resulting strips scalloped at the top and bent outward. The front "petals" may curl over to the bottom of the pot with the back ones left slightly flared to form a background for the plant.

Decoration is fully half of the article. An interesting effect is obtained by blowing gilt dust (the kind used in mixing gilt paint) onto freshly enameled surfaces. This process is probably not original with the writer but it was discovered more or less accidentally and may not be generally known. A small amount of the gilt dust is held in the palm of the left hand, while in the right hand is held the article to be decorated, which has just been given a coat of enamel. Considerable manipulating is necessary and it is a good idea to decide before starting just how the article can be held without smearing the paint—either on it or your self. Then, blowing across the palm of the left hand very lightly, lodge a small amount of the dust on the fresh paint. Blow very lightly at first as there is a tendency to blow large blobs of the dust onto the paint, thus leaving an uninteresting smudge of gilt. Light, feathery dustings of the gilt are better, but it will take some practice to get them just as you want them. Turn the object slightly and administer another touch of the gilt, varying the density from place to place to add interest. This gilt dust may be obtained at any paint shop and comes in many colors—green, bronze or red gilt, silver, gold and others—and the color of dust should be that which will best harmonize with and decorate the color of paint used.

Painted motifs, soldered designs, or mottled paint applied with a sponge make effective decorations for tin can craft.

Now let us suppose the flower pots with the gay decorations, the stodgy sugar scoops, the candle holders, ash trays and letter holders are all finished. Some sort of grouping or classification will be necessary if there are many of them, and it would offer an excellent opportunity to use several decorative booths about the room even if there were not many of any one item to be sold.

Just to show our faith in our products (and incidentally promote that of our guests), we will make generous use of such things as flower pot holders, candle sticks, ash trays and similar articles we have made, in decorat-

Detailed suggestions for making tin cups, scoops and other kitchen utensils, place card holders, ash trays, candle holders and similar articles will be found in an article, "Tin Can Craft on the Playground" by Charles M. Graves, in the July issue of RECREATION. Miss Gifford suggests not only a profitable use for such articles, but a royal good time as well!

ing the hall for our carnival. Our stage can be made modernistic by columns of shiny tin cans (loaded with sand for ballast), or perhaps you will prefer the pyramid type of decoration which one sees in the grocery store. Either one built of shiny cans minus distracting wrappers would be effective. Or if the cans were painted, another touch of color and a less modernistic effect could be introduced. Such an arrangement, either in columns or pyramids, would be intriguing as a background, and for a reflector across the stage in front of the footlights the broken reflection of a row of shiny cans would give a novel effect. If one wanted to be quite technical, the backs could be used as a reflector and the fronts painted. Just another starting point for your imagination!

The Booths

Now let us turn our attention toward the booths. There will be one for novelties, one for kitchen gifts, one for toys, and so on, each decorated in keeping with the objects it contains. The classification will depend principally upon the array you have before you to classify. In selling these things a real old-fashioned auction would be fun and entertaining, if there are not too many things to be sold or if there are a few choice ones for which you want a special price and special recognition. So we are going to allow thirty to forty-five minutes on our program for the auction. That will necessitate securing a good auctioneer—not a professional one, of course, but someone with a real "gift of gab" who will be entertaining as well as able to make folks want to buy. Both the committee on sales and the committee on program might give him a few good rehearsals if there is any doubt about his ability as an auctioneer. For those things that are not to be sold at auction a price must be determined and should be placed on each with a label that is plainly seen and read. For these you will want someone in each booth to serve patrons during the carnival. They can remain in the booths throughout the afternoon or evening, but of course we do not expect to make sales during the program. That will be too attractive to allow our guests to think of anything else while it is in progress.

Among the best sellers at a carnival are found attractively decorated candlesticks

The Program

Now everything is in place, the hall is in festive dress aided by many of our own tin can creations, and it is time for our guests to arrive. They are invited for two o'clock, and we shall permit them to roam about from one booth to another for a half hour or so in order to see the various exhibits. But at 2:30 a bang and a crash will introduce the "Tin Pan Parade," and our program has begun. (Someone among your number will have the music for this song which was popular about 1927 or 1928.) This can be made a very stirring march number with the tin can section of the band marching in and taking their seats ostentatiously in the orchestra pit.

Our orchestra need consist of only one good pianist assisted by the Tin Cannists, but of course other instruments will add to the effectiveness, and the tin cans may make up the percussion section. Their music will be somewhat limited, no doubt, but with the background of one or two good musicians, tin cans with a few pebbles, dishpans with wooden spoons as drumsticks, and other "canny" and uncanny combinations can be made to furnish stirring music on the rhythm-band order.

Costuming will be important, and the players should never be allowed to forget that they are real, genuine, living artists! Russian blouses, with borders of motifs obtained from tin can wrappers or copied from them, and tall hats (replicas of tin cans with all the pictures and printing

left on) will help them to maintain this professional attitude.

Now we are ready for the opening chorus. It may be a further (vocal) rendition of the "Tin Pan Parade" or something entirely different. A tin can parody on any current popular song would be good, or some old song might be made to live again at the touch of our artists. (Our program committee—as well as all the others—will have to be as original as Adam!)

Following the chorus the chorines (dressed to represent the famous 57 Varieties) go into a dance. It can be very effective, though very simple, when done with the assistance of tin can stilts. (Better practice this for some little time previously, for stilts are tricky and a public spill would be embarrassing to the "spillee," to say the least!) The stilt is easily made by punching two holes in opposite sides of a tin can, running a stout cord or wire through the holes and tying the ends together in a length just long enough to reach the hands of the person using the stilt. In order to leave the hands free for action a "harness" coming over the shoulders might be used, or the stilts might be fastened firmly to the feet of the dancers with a stirrup effect over the instep. The cans should be painted brilliant colors or shined brightly in keeping with the rest of the stage setting or the color scheme for the affair. Stilts for each of the dancers should be in keeping with the one of the 57 Varieties which she represents, and the various pairs may be of assorted sizes.

A drill similar to the "Seven Jumps" dance, a modification of our old friend "Looby Loo" on stilts, or a "Lazy Bones" dance could be made to fit our theme. Lazy Bones should be costumed with ragged straw hat, much-patched overalls, and red bandana. Any simple routine with very few steps will suffice, as the mere fact that the dancers are mounted will make the number entertaining. Perfect unison and good rhythm must characterize this number as in tap dancing.

Now we must give the audience more information about our carnival. This can be done in a strictly informative "Eulogy to the Tin Can" explaining in somewhat flowery terms that the tin can up to now has been overlooked, misjudged; that housewives who are experts with the can opener are benefactors of humanity; that without so many of them today's carnival would have been impossible and the longer they continue to use the can opener and the more such housewives there are, the further will civilization progress. Tell of the recent change that has come over the 9,999 cans used in preparing for the carnival. State your platform as "A can opener in the hand of every man, woman and child"—"the dawn of a new era for the tin can." It has now come into a new dignity; friends all over the land acclaim the tin can—true, in other forms, but a tin can none-the-less!

Let this eulogist introduce the auctioneer whose duty it will be to make the audience (your patrons) feel that the tin can has now fully metamorphosed and that the things offered for sale are real and not mere caricatures of genuine articles and the fact is that with care they can be made just as worthwhile and much more interesting than much of the novelty ware offered at Christmas time in variety and department stores.

If the auction is planned as the main feature of the afternoon, the other numbers on the program should be cut short to allow it plenty of time without making the program long and tiresome. In this case it would be advisable to intersperse the auction with entertainment for variety. But if the auction is only a part of the program it should be shortened as much as necessary to allow ample time for other entertainment.

Having satisfied ourselves with the auction's returns, at least temporarily, we can bring our program to a close with another number featuring the Tin Cannists and the combined chorus and band. What could be more appropriate than "Jingle Bells"?

Other Features, Including Refreshments

Before the audience is dismissed to roam again among the booths, announcement should be made regarding the sale which will immediately take place, and the refreshments, which it is now time to serve. Tickets have been mentioned and sufficient explanation given as to the use of the tin cans thus collected. Here is where the dime comes in.

If the affair is planned as a social for an organization, refreshments will be expected. If it is planned as an exhibit and entertainment with many outsiders invited, refreshments will be a gracious touch. But here again limitations must be remembered. For a small, intimate group, frozen Tin Can Salad—peach, pear or other fruit, cheese tidbit crackers and coffee should be served. The salad consists simply of slices of syrup-

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On New Haven's Nature Trail

By WALTER L. WIRTH
Superintendent of Parks
New Haven, Connecticut

Courtesy Parks and Recreation

ONE OF THE new recreational activities of the New Haven Park Department is a Municipal Bird and Nature Club organized about the first of July. The club found immediate favor and the membership soon rose to approximately two hundred, new members appearing every week at the meetings. In the short time it has been functioning the club has created an interest in nature never before known in the city. To meet the demand for knowledge about bird life, plant life and other natural facts a new department of nature instruction has been created.

For over a mile in West Rock Park a trail has been blazed which tells the story not only of our native birds and New Haven's trees, wild flowers and city life, but of prehistoric America as well. Along this twisting, intriguing trail which weaves in and out of the wooded area at the base of West Rock, there are many lessons to be learned by all interested enough to take the hike.

Signs Along the Way

Along the trail we have placed cards telling the names of trees, plants and shrubs, and some of their characteristics so that people can more easily remember them. There is, for example, the nature club's model dairy, a dairy in which the cows are plant lice and the dairymen industrious red ants. Faber tells many interesting facts about ants whose social life is one of nature's wonders. And here at West Rock Park may actually be seen one of the most remarkable of these wonders. An alder tree is the site upon which this unique dairy has been established and the care lavished upon the plant lice or aphides by the ants is comparable to the attention given blooded milch stock at the finest dairies.

We went beyond the nature study that is found in text books in plotting the outdoor classroom. The long and unpronounceable names, which only scientists or advanced students understand, are the exception rather than the rule on the profusion of signs with which the entire trail is lined. Instead colorful characteristics of the plants, unusual plumage of the birds, or freakish tendencies of the trees are described.

For instance, we bring the following to the attention of the public. "Do you know that you may wash your hands in the woods with a natural soap comparable to the finest cleanser on the market? All you require is a little water and "bouncing bet" or soap wort bush. From its pink blossom you can work up a good lather as from any soap." Certainly it is more interesting to know this than to be told the name science has given bouncing bet or "my lady's wash bowl," as it is sometimes called. That is why the signs that dot the nature trail lure one to complete the hike. Every sign is a nature story and a most interesting one.

At the start of the trail a number of these cleverly phrased signs have been placed to excite the interest of any one who ventures that far. A larger sign carries reproductions in color of the birds that may be encountered along the trail.

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"This trail is planned as a friendly guide for any one who wants to get better acquainted with the interesting things of nature," a sign at the head of the trail avers. Truly it is a friendly guide and a mighty instructive one.

Another sign imparts the knowledge that thirty species of trees are identified along the trail; that five different types of oak will be encountered; that two kinds of hornbeams have been marked; that plants which provide free room and board for insects are along the route; that the tree from which the wintergreen is obtained and the bush that gives us witch hazel may be studied; that a dozen or more ferns thrive in one shaded nook. All these and other interesting things are to be learned by a hike over the trail, the sign points out.

Varied Scenery Adds Interest

The trail meanders in a general circuitous route, and in planning the course in nature study, has been divided into several parts. Along the route one traverses heavily wooded areas, shady glens and slightly boggy marshlands. Brooks are crossed by quaint rustic bridges, and at several points we find the woods on the one hand and the open lea on the other. The first section of the trail, or the first class in the Park Recreation Bureau nature course, has to do with trees and plants. A stately catalpa tree at the trail's beginning is marked by a sign which suggests how readily this species may be identified by its bean-like seed capsules. The catalpa is sometimes known as the "cigar tree" because of the shape of the seed pod, we learn from the sign.

A staghorn sumac is recognized by a hairy growth or fuzz on the branches, and other trees carry signs containing equally quaint characteristics by which they may be identified. There is a complete discourse on food making plants in other series of signs strung along the first section of the trail.

From plant life we progress along the trail to a tumbled mass of boulders spewed up by some prehistoric disturbance or sent hurtling down from a mountain side long since sunk into the earth's maw. Along this part of the trail will be found the story of glacial Connecticut. The geological phenomenon that brought these giant boulders to West Rock was quite likely a glacier.

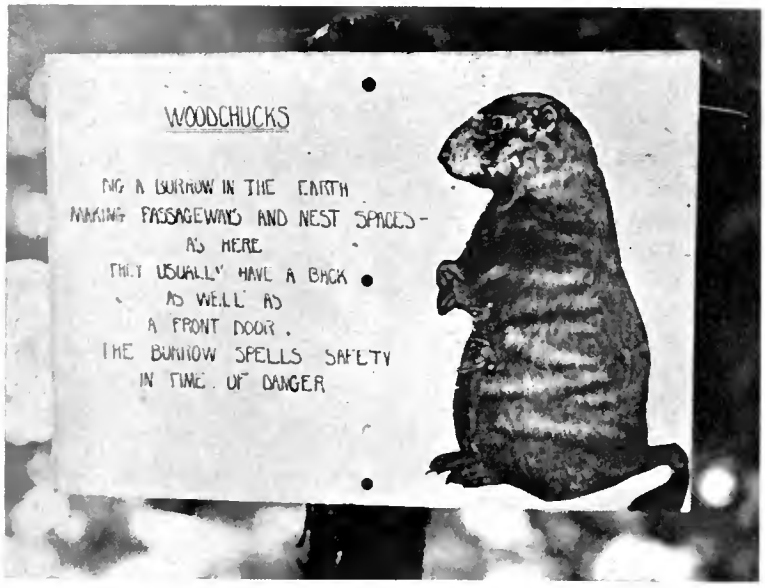
The Judges' Cave, mecca of thousands of patriotic Americans seeking to view the hiding place of the regicides, Whalley and Goffey, may have been carried here from Meriden during the glacial age. Further along the trail there is an outcrop of the same sort of rock of which West Rock is formed. At both of these geological displays many signs have been placed, one set to tell the story of glacial Connecticut, and the other to impart knowledge of West Rock's probable formation.

Courtesy Parks and Recreation

The trail, in its circuitous wanderings, takes one through wooded areas and shady glens.

As told by the signs, the story of the boulder runs like this. Nearly a million years ago New England had a winter that lasted thousands of years. We call it the ice age or glacial period. During that time an ice sheet half a mile thick flowed down over Connecticut covering even the highest hill. As the huge glacial mass moved along it plucked off huge masses of rock from the surface over which it passed. Carrying them with ice or pushed on the bottom when the ice melted, these boulders, twisted and broken, by their journey, were dropped sometimes a long way from home.

From other interesting signs we learn: "A living tree is like a huge factory. Raw materials—water and salt—are taken in through the roots. Gases are taken from the air through the leaves and are combined with the other raw materials to make food. The green leaves are the machines. Power is supplied by the sun." We also learn that the shad bush is so named because it blossoms when shad "run" and that the June berry got its name from the fruit assuming a crimson hue at the very beginning of summer. The Service berry sign tells us it is so called because the Indians use



Courtesy Parks and Recreation

The woodchuck has his ploce of honor in the story of the trail.

its fruit to make a sort of cake. And speaking of Indians, nature lovers will find the Indian cucumber and the Indian turnip along the trail.

Of the spice bush the signs tell us that during the Revolutionary War the powdered berries were used as a substitute for allspice and the leaves as a substitute for tea. The sassafras, found in abundance, gives us an oil for use in perfuming soaps, and medicine is made by distilling the bark, twigs and roots.

The tulip tree, sometimes known as white wood, is used extensively for the interior woodwork of houses, for cabinet work and in boat building, our ready sign board guide advises, and you may distinguish huckleberries from blueberries by the presence of resinous dots on the under side of the huckleberry leaf and the absence of teeth on the leaves. The huckleberry branchlets are brown and the berry has ten seed-like containers, each with a single seed.

Bird and Animal Lore

Another section of the trail is given over to bird lore. In fact, signs containing pictures in color and information about various native birds may be found from one end of the trail to the other. But in one particular stretch of path a number of signs have been grouped so that the guide or lecturer may discourse on New Haven's and West Rock's feathered tribe. Birds' nests have been discovered and duly marked. Wherever other species are known to habitate signs have been placed to warn the hikers to be on the lookout for these particular birds.

A woodchuck's hole is not only marked by a sign that contains data about this elusive little creature, but a picture of the animal is shown as well. In a low section of the trail where the land is marshy, different growths of ferns have been labeled and mushrooms and other fungi identified. Further along the home of the dairy farming colony of ants is discovered and a complete tale of the ants' cows. The story of witch hazel and

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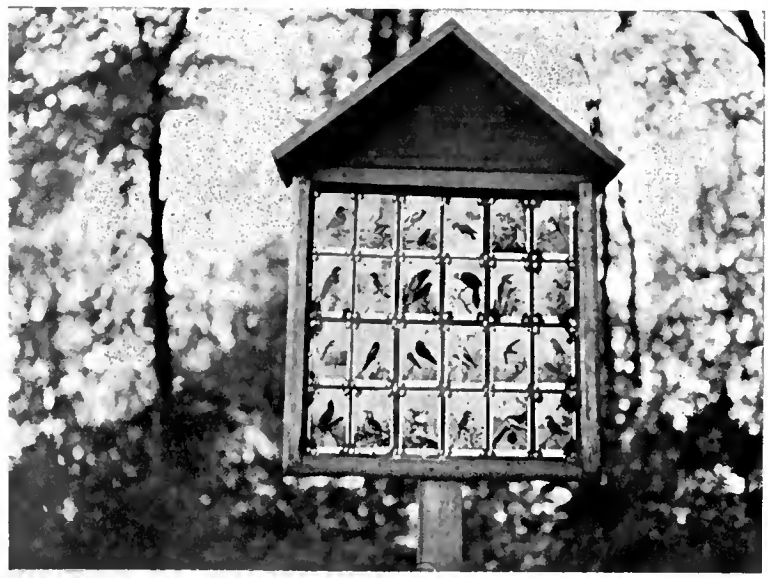

Courtesy Parks and Recreation

All along the trail the hiker finds information about the native birds.

How Volunteers Helped in Philadelphia

By ELIZABETH HINES HANLEY
Director, Recreation Arts Department
Playground and Recreation Association
Philadelphia

LAST SUMMER the Playground and Recreation Association of Philadelphia conducted three playgrounds, but with the limited funds available only one center could be provided with a full staff of paid employees—a director and two women assistants. On the other two playgrounds only the director was paid, but because of the larger attendance and program a staff of five or six workers was essential.

To meet this situation a call for help was sent out to a small number of carefully selected volunteers. A hundred per cent response was the surprising result, with only one-third of the volunteers failing to go through the entire season. This splendid record was in all probability due to the fact that most of the volunteers were trained and more or less experienced in some profession. There were two school teachers, one kindergartner, two advanced students in arts and crafts, two college seniors specializing in art and domestic science, one high school girl interested in social service, and two story-tellers from the Society for the Prevention of Cruelty to Animals.

All the volunteers reported regularly on their allotted days, some giving extra time occasionally. The assignments were made for one afternoon or evening a week, but the kindergartner became so interested that she reported nearly every day, often for both afternoon and evening.

On one playground two seventeen year old girls who had grown up at the center offered to make themselves generally useful and proved to be among the most faithful and valued of all volunteers. They supervised the swings and sand pile, told stories and dramatized them, coached volley ball, directed the doll library and the incidental sewing for the dolls, arranged the special parties, conducted children's games, organized the craft groups and put on a little play at the end of the season. The only "outsiders" at this playground were two directors of arts and crafts who came the last month, the story-tellers from the S.P.C.A., and a young man who dropped in occasionally to help with the sports for the younger boys.

Testimony from the Directors

Another source of leadership noted in the director's final report deserves special mention. "It seems to me," he comments, "that the ground was easier to discipline because of the cooperation received from the safety patrol and the older boys and girls. This was interesting to watch because it proved the carry-over value of previous training and what can be done in times of stress."

The director of the other playground had more volunteer help, all satisfactory for the most part, but he, too, paid special tribute to the older boys and girls for their general cooperation in conducting activities and maintaining order. "In the matter of discipline," he says in his report, "we had very little trouble, and the damage done by the children was held to a minimum. There were very few cases where boys needed discipline at all, and in these I found that by giving the disturbing individual a position of some responsibility he was in every case changed from a disturbing element to a helpful one. The attitude of the children using the playgrounds left little to be desired. They were for the most part helpful and willing and entered into the spirit of making every project a success. Good sportsmanship was another admirable trait which characterized this season, and the children showed a disposition to try to make things as easy as possible under trying circumstances."

Much has been said about the importance of volunteer leadership in recreation at a time when budgets are decreased and increased attendance makes more leadership imperative. Charles H. English, Executive Secretary of the Playground and Recreation Association of Philadelphia adds another reason for using volunteers. The number of skilled workers available, he points out, has increased greatly. Of the million and a half young men and women graduated from college last year only 30 percent are gainfully employed. Recreation leaders must do their part to help these people render service during enforced leisure to prevent mental stagnation.

Tot Lot, the playground with a full staff of paid employees, had no regular volunteers, but story-tellers dropped in now and then and the older children were often leaders in special programs such as singing, parties and simple games. The director here also reported a splendid spirit of cooperation on the part of the children. "Never before," he says, "have the children been able to play for any length of time unattended by a supervisor or teacher. In many cases not even a junior leader has been necessary to keep the children at various types of play. The unattended children in many cases harnessed their imagination to many stars of their own accord, and their reactions were perfectly satisfactory. The social leaders carried on their work with a greater degree of satisfaction not only on the playground but also in neighborhood play, fixing up their own homes and generally helping to improve their circumstances in life."

Story-telling, very popular with Philadelphia children, provides opportunity for volunteers.

The Doll Library

On all the playgrounds there was a rather unique activity which was largely instrumental in bringing out the spirit of cooperation, leadership and initiative. This was the doll library with incidental parties and shows which had an irresistible appeal even for the younger boys. In fact, the demand for dolls exhausted the supply the first week the library was opened. To meet it we were obliged to call constantly on the stock reserved as samples for the Christmas toy shower, with the result that at the end of the season not one of these was left. Most of the dolls were left-overs from the last toy shower, and there were about 300 of them. Twice that number, however, could have been used. The dolls were literally adored by the children, and the care of them led to the development of such desirable characteristics as cleanliness, tidiness, carefulness and responsibility. Interest in sewing was also increased by making clothing for the dolls and getting them ready for parties, parades and the final exhibit.

The children took the dolls out on the library card system for books and returned them the next week. They could make renewals if the dolls were brought back clean and in reasonably good condition. Exchanges were also permitted if desired, but few were made as the children became so attached to their original selections that they usually retained them until the end of the season when permanent ownership was given if all the requirements had been made. These requirements were that the dolls should be kept clean and in generally good condition during the season.

This activity proved especially valuable at the Tot Lot Playground where a kindergarten and baby clinic had been opened for the summer. The tots were kept both happy and occupied with mothering their dolls in all the ways familiar to them in their own lives—dressing, feeding, bathing, doctoring, spanking, teaching and loving them!

Radio Homecraft Clubs

Even the building in which the clinic and library were housed was affected by the activity introduced by the dolls. This resulted from the interest of the ten to twelve year old girls in helping the club leader renovate and decorate the rooms, especially those used for the library and for teas and doll parties. They threw themselves into this activity with an ardor so intense that they could not bear the thought of discontinuing it at the end of the summer, for it was the only oppor-

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From Game Room to Neighborhood Center

By JOSEPH ADLER
Recreation Director
Lavanburg Homes

The record of six months of recreational activity in one of the model tenement house projects in New York

WHEN THE Lavanburg Homes, located on Goerck Street, between Stanton and East Houston Streets on the extreme east side of the city, opened in December 1927, the idea of including a social and recreational center as part of a model tenement project seemed a bit visionary. Today the plan has proved its value so conclusively that the recently enacted municipal housing authorities law gives specific permission to every housing authority to provide in its projects "social, recreational and communal facilities." If this clause in the law needs defense, it lies in the fact that the distinction between living and mere existing is nowhere drawn more sharply than in the slums of a great city, where an extra window in an apartment, or ten square yards of safe playing space, may make all the difference.

The Lavanburg Homes were built to house actual slum residents, and from the beginning the tenants have been families that moved in from the surrounding neighborhood or from similar slum areas in other parts of the city. They are not a "select" group in the sense of being superior, economically or otherwise, to their neighbors in the old law tenements all around them. The history of the development of their communal life, therefore, has a general validity which ought to be taken into account now that New York has federal money available for housing.

In an early issue of the *Lavanburg News*, a mimeographed single sheet written and edited by the children of the Homes, the following announcement appeared:

"The game room will be opened officially on Sunday, November 3, 1928. Some of the very interesting games that will be found there are ping pong, checkers, chess, lottoes, and others. The game room will be open on Monday, Wednesday and Sunday."

Thus lamely the game room that was to grow into a genuine community center got off to its start.

Clubs for All Ages

In the course of the previous summer, while tenants were still adapting themselves to the strange circumstances of their new homes, a certain amount of organization of the children had been going on. The Health Club for children from eight to ten years old, and the Pioneers for those of ten to twelve were formed in April and had met on the roof throughout the warm weather. In May, four more children's groups were formed. One of these was the Commissioners, which had as members a number of the older boys of the house whose function it was to act as combination big brothers and monitors.

The Mothers' Club and the Fathers' Club also came into existence in May of 1928, as a result of proposals originating with the tenants themselves. During that summer, the mothers and fathers supervised play groups on the roof which is equipped as a practically complete playground, and had thus had the opportunity to become better acquainted with each other. More than this, they had contact with organized recreation, for the first time, in most cases. In the fall it was comparatively easy to interest them in the plan of a recreation center indoors.

At no time has there been any kind of coercion practiced to force participation in the social life of the development. A primary principle adopted by the directors was that only such activities as attracted voluntary attendance would be encouraged. If a club or other group, once started, proved pointless or uninteresting, it was dropped without formality. If a group outlived its usefulness it was allowed to die peacefully.

Thus the Commissioners did valiant service as a training agency in the mores of a new kind of living for the children of the slums. When it had

served its purpose, the members were already being attracted by other activities, and the club quietly faded away.

On the other hand, no activity was ever in danger of being discontinued for the sake of mere novelty. The library, for example, began in the first year as a corner of one book shelf in the office of the supervisor. Now it occupies a section of the main center and has stimulated into being a bookbinding club. The shop, too, has had a continuous life from the early days. Still other activities, of which the newspaper is the best instance, have had a sporadic life. These grow and decline freely, in strict proportion to the amount and intensity of interest shown by the youngsters.

Membership Based on Interest

A third principle governing the work of the recreation staff has been that room must be found, or made, for everyone showing interest. Membership in the center is not based upon competitive requirements for admission, nor upon residence in the Homes.

The newspaper, now very much alive again, provides a share in its activities for little fellows of seven or eight as well as for college freshmen. The shop gives an opportunity for manual work to boys who like it but who will probably never use their training for anything much more highly skilled than driving a tack to hang a picture.

Children from the neighborhood, outside the Homes, have always been welcomed in the center on the same footing as those who live there. At the present time there are about 300 boys and girls in nightly attendance from seventeen different streets roundabout. Briefly, it is not the exceptional child, but "every child" who has been given the chance to live with the least possible handicap from his economic position.

The one competitive activity going on in the center is an athletic organization of boys and girls of from eight to fourteen years of age, called the Blues and Golds. The boys and girls in this group are segregated by age and sex. They compete not only in ordinary athletic games, but in singing, acting, and other group activities. The experience with the Blues and Golds is significant psychologically and sociologically. This one concession to old-fashioned prejudices about human nature draws to itself neither larger numbers nor greater enthusiasm than most of the other 38 noncompetitive activities in the center. Rugged individualism may not, after all, be incurable.

Gymnasium work has had to be conducted under difficulties. Impractical dreamers, as the original planners of the Lavanburg Homes may have seemed in 1926, they were too modest to include a gymnasium in the buildings. Arrangements have been made with the city for the use of public school gyms twice a week, and there are now, in spite of this slight hardship, about a hundred members in the gym group.

A weekly forum on current affairs is presented by a group of adults and older boys and girls calling themselves the Neighborhood Sponsoring Committee. They have brought speakers to the center on subjects ranging from the city election campaign of last fall to analyses of the National Industrial Recovery Act. Attendance at these discussion meetings is about a hundred and remains constant.

A final contrast: In January, 1929, two months after the center had opened as a mere game room, the total attendance at the center for the month

(Continued on page 214)

There are few things boys enjoy more than playing Indian, even though the scene must be laid in a tenement house instead of the "great open spaces."

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How to Produce a Play

By JACK STUART KNAPP
National Recreation Association

MANY TRUSTING play directors and actors have been betrayed by the statement, "A poor dress rehearsal makes a good performance." They did not realize that whoever originated that delusive phrase did it merely to keep his actors from leaving town before the night of the performance!

There is only one way in which a poor dress rehearsal can make a good performance, and that is by comparison. The dress rehearsal may be so terrible that the producing group thinks that the performance is good, when it is not good at all but is merely an improvement over the poor dress rehearsal!

It is quite true that the majority of amateur dress rehearsals are "flops." Half the night is spent in trying to get the scenery to stand up. The other half of the night the actors forget everything they ever knew.

The Preliminaries

The cause of this state of affairs can be traced to the bad habit of trying to fit all the parts of the production together in one evening. For the first time the scenery is placed upon the stage, and it refuses to fit together in one corner. The lighting artist works his lights for the first time and blows out a fuse. The actors put on their costumes and the hero finds that his is three sizes too small. For the first time the actors are in make-up, the right furniture is being used, all the properties are on hand, the curtains are pulled, the prompter is in the right place, and the poor actors are so overcome by all the things they've never seen before that they forget everything! Confusion and loss of memory reign supreme!

The last half dozen or more rehearsals should be so organized that these parts of the production are fitted in one at a time. For five or six rehearsals before the dress rehearsal the actors should wear costumes. For four or five rehearsals before the final one they should put on their make-up. The scenery should be in place three or four rehearsals preceding the dress rehearsal, and the lights should be experimented with at least two or three rehearsals before the last one. The day before the furniture that is to be used should be brought on.

The dress rehearsal is run exactly like a performance. Everything is in its proper place and is used as it will be the night of the performance. The writer has found it a good plan to invite a half dozen interested people to the dress rehearsal to act as an audience. This makes actors and producing group work harder and gives them the "feel" of playing to an audience.

At the Dress Rehearsal

The dress rehearsal should if possible run without interruption on the part of the director. It is too late at this stage to make any changes, and they won't be remembered the night of the performance.

A poor dress rehearsal lends itself to nervousness and lack of confidence, resulting in a weak and jerky performance. A good dress rehearsal assures confidence and a smooth, strong performance.

If the actors are inexperienced and have been rehearsing strenuously, the director might, immediately after the dress rehearsal, advise his actors to go home and forget the show until time for the performance, and to sleep, rest or read quietly a few hours before coming to the theatre.

In this article, which is the final one of his series, Mr. Knapp points out the fallacy of the theory that a poor dress rehearsal means a good performance, and tells how to avoid the "jitters" which so often threaten a play's success. The final performance is not the end, according to Mr. Knapp, who tells of some of the after-play matters which must be given attention.

On the Opening Night

On the opening night, the actors should be in the dressing rooms an hour before curtain time, getting into costume and make-up. A few moments before the curtain the director may call them all together for

a few brief instructions, warning them to watch their cues, to keep quiet offstage, to keep to the tempo of the play, and to keep out of sight of the audience when offstage. Then with a few quiet words of confidence and encouragement he dismisses them to their places.

The stage manager then calls "Clear the stage." Everyone leaves the stage except those supposed to be found there when the curtain rises. He next calls "Places," and actors upon the stage get into character and into their proper positions. Finally he calls "Curtain," the curtain rises and the show is on. If the play has been properly organized and rehearsed it will run smoothly, the staff working efficiently and quietly, the actors concentrating upon their performance.

Curtain calls should be allowed only after the curtain falls on the last act, and they should be rehearsed, so that each actor knows what place to take upon the stage and what to do. Audience and guests are not allowed backstage during the performance.

"Putting the Show to Bed"

Immediately after the final curtain, the director and stage manager should have the entire cast and producing staff help "put the show to bed." They all help strike and stack the scenery, put away properties and lighting equipment, and clean up the stage, leaving it in a state of order. This can be done quickly and merrily by the whole group, instead of drearily and laboriously by a few people the next day.

The actors then get out of costume, remove their make-up, and are ready to go home with friends and family, listen to the usual compliments and enjoy their triumph.

A few days later the director begins to receive telephone calls.

"This is Jones Furniture Store, where's that set of furniture we rented you?"

"This is Mrs. Smith. I lent your leading lady an evening gown for the performance. I'd like it back, please."

"This is the Johnson Hardware Store. We lent your property man a revolver for a show. Where is it?"

The Final Check Up

To avoid this, and to check up on the results of the performance the director should call a meeting of the staff and the actors a day or two after the performance. This meeting may well take the form of a party, with refreshments. The performance is discussed, criticized by the director and other members of the group, and each member of the producing staff gives his report. The business manager tells how much money was or was not made, reports bills paid, or still outstanding. The property man checks up on all properties, and the costume director on costumes, seeing that each is returned. The make-up artist reports the kit in order, what material is needed in replenishing it, and other details.

The group by this time has forgotten the time spent in preparing the show and all the trials and tribulations undergone, and realize that they have had a very enjoyable time, and have undergone a very worthwhile experience. Someone suggests "Let's put on another play," and they are off on another creative effort.

The writer congratulates the directors and actors who have had the courage and perseverance to read all of these articles and wishes them good luck and "many curtain calls"!

A Brief Bibliography

This brief summary of how to produce a play may be greatly supplemented by studying the following publications.

The Book of Play Production, by Milton Smith. D. Appleton. Price $3.00

Community Drama, National Recreational Association. Price $2.00

Drama Clubs Step by Step, by Charles F. Wells. Walter Baker Co. Price $1.00

Lighting the Stage, by Jack Stuart Knapp. Walter Baker Co. Price $1.25

Play Production Made Easy, by Mabel Foote Hobbs. National Recreation Association. Price $.50

Technique in Dramatic Art, by Halliam Bosworth. Macmillan Co. Price $2.60

Ten Theatre Make-up Bulletins, Max Factor Make-up Studios. Price $.35

Time to Make Up, by Richard B. Whorf. Walter Baker Company. Price $1.25

PUBLISHERS

D. Appleton and Co., 35 West 32nd Street, New York City.

Macmillan Co., 60 Fifth Avenue, New York City.

Max Factor's Make-up Studios, 1666 No. Highland, Hollywood, Cal.

National Recreation Association, 315 Fourth Avenue, New York City.

Walter Baker Company, 178 Tremont Street, Boston, Mass.

Boston Revives the Medieval Pageant Wagon

By MARGARET CASWALL
Boston, Massachusetts

PICTURE to yourself a huge red and yellow wagon drawn up in a city park or playground, with one of its sides let half way down to make a platform, revealing a painted background and intriguing drop curtains about to be pulled back for the entrance of actors and actresses. Picture in front of this an audience of several hundred fathers, mothers and babies standing or sitting on improvised benches; and in the "dress circle" hundreds of children sitting in the dust in order to get the nearest and finest view of the mysteries to be revealed when the curtains are drawn.

You are now in the presence of one of the most interesting innovations of Boston's Community Service and the city's Park Department—a traveling theater which for several summers has been training some of the school children to give classical plays for the education and entertainment of all the neighborhood.

In Medieval England

Then go back for a moment to medieval England. And you will find just such stage wagons and just such eager audiences, though with all the differences of costumes and manners which belong to that period. For it was just that old time custom which gave the idea to Boston of 1932, but with a difference—for there were horses then to draw those lumbering stages from place to place, whereas modern times must need omit the horses in favor of a big motor truck. In the olden times, too, the plays were given for the most part in front of the windows of the people who had contributed most generously to their upkeep, whereas Boston's plays are as free as the air to all who wish to see them.

> **"Every company had its pageant; which pageant (wagon) was a high scaffold with two rooms; a higher and a lower, upon four wheels. In the lower they apparelled themselves, and in the higher room they played, being all open on the top that the beholders might hear and see them. The place where they played was in every street. They began first at the Abbey gates and when the first pageant was played it was wheeled to the high cross before the mayor, and so on to every street; and so every street had a pageant before them at one time, till all the pageants for the day appointed were played; and when one pageant was near ended, word was brought from street to street, that so they might come in place thereof exceedingly orderly and all the streets have their plays afore them all at one time playing together."—From a description of pageant wagons of mediaeval days written in 1594 by Archbishop Rogers.**

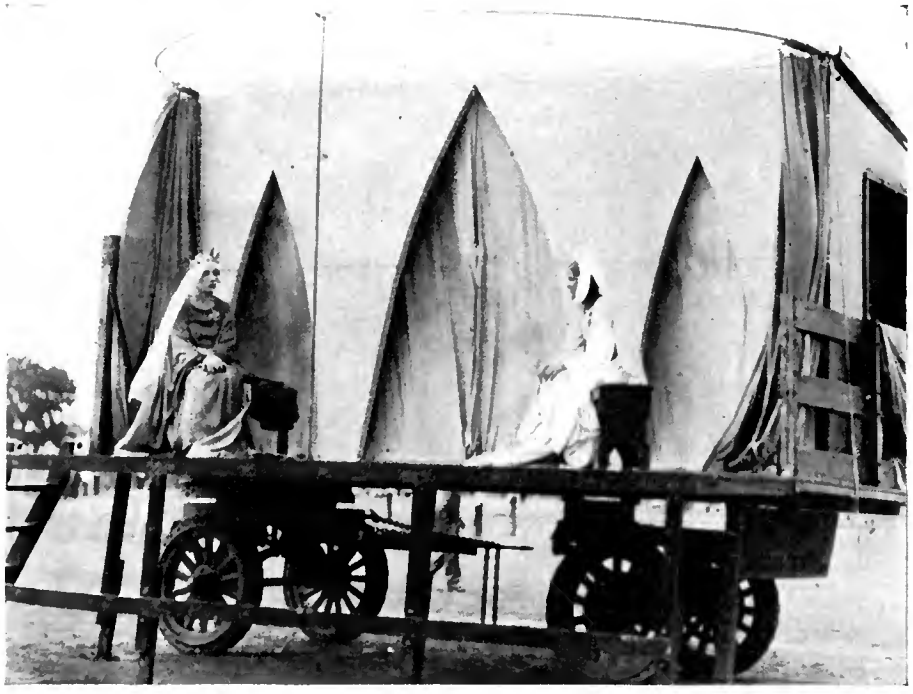
To all parts of Boston goes this play wagon. During August eight performances were held at the various points. The actors and actresses are all school children trained by members of the staff of Community Service in rehearsals twice a week for a month. The wagon and the truck are donated by the Park Department.

What It Means to Audience and Participants

It has been proven that the audiences are getting as much from these plays as are the young performers. "Last year," said a staff members, "we had a hard time to keep the audience quiet during a play. They seemed to think their part in the performance was to talk all the time, making jokes at the expense of the cast and getting nothing out of it. But they have learned better, for they have discovered that they were losing something. They are now very quiet and absorbed in the action of the play." The audience is getting a better type of dramatic performance than they often find at the movies, and most of the children for the first time are seeing living actors on a stage.

"We find much talent

among these children," said one of workers who had helped to train them. "It is an excellent thing to give the children a chance to develop by this form of self-expression. They also have learned good diction and the value of a cooperative spirit. We allow the children to express their own idea of the characters they are to portray as much as possible; we never tell them beforehand just what the character represents, and sometimes they bring out surprising interpretations.



"We usually take one or two out of an old group of actors and put them with a new group so that they can teach the newcomers what they have already learned about things. So long as they have some part in the play the children do not seem to care what characters they act; they do, however, like comedy most of all as does the audience."

"The Queen's Lost Dignity," "The Knave of Hearts," "A Nativity Play," "Doctor in Spite of Himself," and other plays have been given. There are usually two casts on hand for these plays, each giving a performance once a week. And in between the acts there are other diversions for the wondering audience—dances and music by local talent, and a community sing to top the program.

Planning for the Performance

If you should happen in at the offices of Boston Community Service you would find yourself in a real back stage atmosphere, for costumes of all sorts—and it is said there are a thousand of them, many in process of repair or construction—are hanging about. Many Biblical costumes are among the number. Bustles, too, and other "Godeyish" fashions are stored away ready for the play that needs them. Much planning and scheming are necessary to keep this interesting dramatic venture going, for funds are not plentiful and one dollar often has to do the duty of five.

"A play every night of the week" is the ambitious aim of this children's traveling play house. And who can tell what noted actors and actresses of the future may now be "strutting and fretting" upon the picturesque red and yellow wagon stage of Boston's Community Service?

Among the many plays suitable for production on such travelling theaters as Boston has used are the following: *The Happy Man* by M. E. Irwin, Oxford University Press, New York City, $.20; *Six Who Pass While the Lentils Boil* by Stuart Walker, D. Appleton & Company, New York City, $.50, royalty $10; *The Dyspeptic Ogre* by Percival Wilde, Walter H. Baker & Company, Boston, $.35, royalty $10; *Little John and the Miller Join Robin Hood's Band* by Percy Boyer Corneau, Old Tower Press, Lockport, Illinois, $.40; *Little Scarface* by Amelia H. Walker, Norman Remington Company, Baltimore, $.40, and *The Clock Shop* by John Golden in "Three John Golden Plays" published by Samuel French, New York City, $1.35, royalty $10. Two new children's plays based on old favorites will be of interest. These are *The Crystal Slipper and* The *King Who Burned the Cakes* by Marion Holbrook, Drama Service, National Recreation Association. Price, $.25 each.

WORLD AT PLAY

A Program for Shut-Ins

THE Playground and Recreation Association of Wyoming Valley, Pennsylvania, is conducting a program for shut-ins. A worker from the association, paid out of relief funds, visits each of the thirty-one shut-ins each week. The community is giving splendid cooperation in this program, wholesale dealers supply fruit and many individuals furnishing flowers. Handcraft projects are being developed for many, and good reading is being made available.

A Recreation Center for Framingham

THE City of West Springfield, Massachusetts, has purchased a 65 acre tract of land which will be used for recreational purposes. Thirty thousand dollars was obtained from CWA for the project; roads and bridges have been built and areas for tennis, baseball and other sports have been laid out. The appropriation obtained by the Recreation Commission for this year's work is $250 greater than last year.

Summer Planning in Akron

THE Better Akron Federation, Akron, Ohio, has allocated $10,000 to provide summer playgrounds for school children, and members of the City Council have agreed to appropriate $5,000 of gasoline funds for the maintenance of traffic policemen at the playgrounds. In addition, the Board of Education and the City Recreation Commission were assured of $4,000 of school funds, $4,000 in labor through the FERA and county relief agency, and miscellaneous receipts expected to underwrite the $25,000 it will cost to finance the program which has been set up. The money will be used to provide forty-two playgrounds in strategic schools and public parks.

Consider the Animals!

IN April the municipal playgrounds of Los Angeles, California, held observances of "Be Kind to Animals" Week. Among the events scheduled were pet shows, parades of animals and birds, stories about animals during the story-telling hours, and talks on the subject of kindness to all creatures. At many playgrounds these events were supplemented by demonstrations of first aid to animals put on by Boy Scouts.

Status of Activities in City School Systems

IN "Emergency Federal Aid for Education," published in April by the Research Division of the National Education Association, a table is presented showing the status of certain schools and classes in city school systems, 1931-1933. In this study several hundred cities reported to the United States Office of Education on their school program in a number of fields. The report showed that of 696 cities reporting on physical education, 84.4 per cent had maintained or increased this activity, while 15.6 per cent had reduced or eliminated it. In the field of art 83.8 per cent of the 632 cities reporting had maintained or increased the activity, while 16.2 per cent had reduced or eliminated it. Seven hundred and twenty-two cities reported on music. Of this number 80.8 per cent had maintained or increased it, while 19.2 per cent had reduced or eliminated it. Five hundred and two cities reported on playgrounds and recreation showing maintenance or increase of 79.7 per cent; reduction or elimination of 20.3 per cent.

Morgantown's Drama Tournament

APPROXIMATELY two hundred people participated in the one act play contest conducted last year by the Recreation Council of Morgantown, West Virginia. The contest

was held in two divisions — city and rural. Players from seven communities entered the rural division — nine groups in the city classification. One of the city groups produced a beautiful home planned, home-made setting at a cost of $1.19.

How Boston's Citizens Spend Their Leisure—In an effort to find out what the people of Boston want to do in their free time, the City-Wide Emergency Committee on Health and Recreation sent out 20,000 questionnaires, 7,204 of which were filled in and returned. Movies came first in popularity followed by swimming, card playing, baseball, magazine reading, and dancing which was sixth on the list. Among the activities which pooled more than 1,000 votes each were newspaper reading, vaudeville, basketball playing, attending plays, checkers, boxing, socials, jig saw puzzles, and concerts.

Sports Week in Hamilton — May 19th to 26th was Sports Week in Hamilton, Ontario, Canada, and games from soccer to checkers were in vogue. British rugby, quoits, horseshoes, tennis, soft ball, bicycle races, fly and plug casting, track events and hard ball were a few of the sports played during the week by those competing in the contests. The greatest interest centered on the events for children, with roller-skating the prime favorite. The city was divided into four zones in which elimination contests were held. Finals were run on the last day of the week. The contest was held under the auspices of the *Hamilton Herald*.

Recreation in a Housing Project—In connection with the vast Dagenham Housing Estate of the London County Council, the largest experiment as yet undertaken in municipal housing in England, 116 acres have been reserved for development as a public playing field and open space. The plan includes the provision of a large children's section, seven cricket and eleven football pitches, a hockey pitch, eighteen tennis courts and a putting green. The contract for the work involves an expenditure of more than £20,000.

Summer Swimming Plans—On July 2nd the San Francisco, California, Recreation Commission opened two swimming pools for the use of boys and girls under eighteen years of age. An admission charge of 5 cents is made which includes suit and towel. The Playground and Recreation Department of Los Angeles has made a reduction in rates for the two plunges at the swimming stadium. Children sixteen years and under will be admitted for 10 cents; adults will pay 25 cents. Rates at all the other municipal pools will remain the same as last year—5 cents for children sixteen years and under; 10 cents for young people seventeen to twenty, and 20 cents for adults with an extra charge in each case for the rental of a bathing suit.

Entertainment Programs in Miami — The Miami, Florida, Recreation Department in cooperation with the Women's City Club of Greater Miami, presents a weekly story hour for children and adults in Bayfront Park. The program is very popular with people of all ages, the average attendance being 3,000 men, women and children. The story-telling hour is only one of the entertainment features provided for winter visitors without cost. Others

THE ORIGINAL JUNGLE-GYM

By far the biggest selling, SAFEST play apparatus in America. Based on the climbing instinct. Endorsed and specified by recreation officials everywhere. About 600 installed in Greater New York; 400 in Chicago. A big attraction on "Enchanted Island" at A Century of Progress. The Junglegym is a well designed, patented device and accommodates more children in same amount of space. Sturdily built. Five sizes. Write today for special folder.

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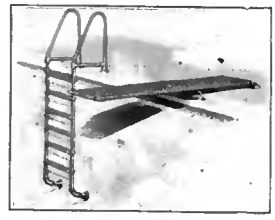

LOUDEN also manufactures a complete line of modern beach and pool equipment. New broadside just off the press illustrates and describes full line. A copy is yours for the asking. Inquire about Hawaiian Paddle Boards . . . a remarkable new recreation and life-saving device.

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Safety Education, June 1934
Happy Days on the Playground, by Doris B. Kapstein

Bulletin of the American Library Association, May 1934
Libraries in Community Buildings, by Susan T. Smith

The Parents' Magazine, June 1934
Come Out and Play! by Natt Noyes Dodge

The American City, May 1934
New Hampshire's Planned Park Projects, by Marjorie Sewell Cantley
Constructing Concrete Jetties As a Public Work Project
For Well-Spent Leisure Time in Hershey, Pa.
The Use of Water as the Main Factor of Interest in the Design of a Park
Lighting the Municipal Swimming Pool in Chanute, by Ross Cooper

The Epworth Highroad, June 1934
Home Fun, by Lynn Rohrbough
My Best Party

Junior-Senior High School Clearing House, May 1934
Interrelationship of Community-Service Groups, by Jay B. Nash

The Journal of Social Hygiene, May 1934
Substitutes for Vice, By Bascom Johnson

PAMPHLETS

Playground Teachers' Guide, Buffalo, N. Y., Board of Education, Buffalo, N. Y.

Annual Report of the Superintendent of Playgrounds of the City of Ottawa, 1933

Annual Report of the Department of Recreation, Roanoke, Virginia, 1933

Playground and Recreation Commission of Alton, Illinois, Report for the Fiscal Year 1933-1934

Guide to the Appalachian Trail in Maine
Publication Number 4. The Appalachian Trail Conference, 901 Union Trust Building, Washington, D. C. $.50.

Twelfth Annual Report of the Miners' Welfare Fund for the Year 1933—London, England

Announcement of the Allegheny School of Natural History Conducted by the Buffalo, N. Y., Society of Natural Sciences

Education for Character: The Social and Psychological Background Research Bulletin of the National Education Association, March 1934

include music, community singing, dances, talks and demonstrations held every Saturday.

Community Nights in Wilkes Barre — Last winter two community nights were held at each of the centers conducted by the Playground and Recreation Association of Wyoming Valley, the purpose being to give the neighborhood a more thorough understanding of the program. The stage and auditorium in each center were used. The program consisted of one act plays, singing, tap dancing, and exhibitions of handcraft and art. It is estimated that 15,000 people saw these performances.

Free Municipal Opera in Los Angeles—Free municipal opera made its bow in Los Angeles, California, with the quaint Chinese opera fantasy, "Flutes of Jade Happiness," written by Mary Carr Moore, well known local composer. It was presented on May 12th in the Griffith Park Greek Theater under the joint sponsorship of the Department of Playground and Recreation and the Board of Park Commissioners. The cast and choruses included many outstanding local artists. Well known stage directors and stagecraft experts volunteered their services to make the production a success.

A National Hiking Forum—If sufficient support is forthcoming, *Nature Magazine* will establish a National Hiking Forum which will be a monthly exchange of information, advice and news on hikers and hiking in the United States. As an experiment *Nature Magazine* is publishing in the June, July and August issues three hiking articles, among them, Organized Hiking, a National Pastime and Physical Requirements of Hiking. They are contributed by Ernest A. Dench, an official of the Interstate Hiking Club of New Jersey and New York.

Physical Education Letters Awarded—Physical Education Award Day was observed in April in Loveland, Colorado, when two health plays and a safety play were presented. The pupils of the third, fourth and fifth grades received the letters and chevrons for which they had been working under the point system, while sixth, seventh and eighth grade girls were given the athletic badges which they had won by passing the athletic badge tests of the National Recreation Association.

Recreation At a Copper Mining Camp — Bingham Canyon, Utah, a copper mining center, is located in a narrow gulch seven miles long. There is very little room for play, and when school is out the problem of what the boys can do is a very real one. For a number of years the Kiwanis Club has made the provision of recreation for the boys of the town one of its projects. Each summer the coach of the high school football team is employed as recreation director, the funds for his salary being solicited from welfare organizations connected with the mines and merchants in the town. The Kiwanis Club provides all the equipment needed, and the school district furnishes a bus which early in the morning five days a week collects groups of boys by districts and transports them to the flats beyond the mouth of the canyon where the Utah Copper Company has an athletic field. The boys take their lunch and stay all day. Baseball, tennis, basketball, football and similar games are played. Through this program juvenile delinquency has been greatly reduced.

A Map That is Different — The American Civic Association, Inc., 901 Union Trust Building, Washington, D. C., announces that Frederic A. Delano, Chairman of the National Capital Park and Planning Commission and President of the American Civic Association, has had manufactured a handkerchief map of Washington and the surrounding country which will be sold through the association for the benefit of the George Washington Memorial Parkway. The map is printed in six colors, red, blue, green, plum, brown and terra cotta, on a fine quality of muslin. It is possible, states the circular issued by the American Civic Association, that this interesting map will some day be of as great value as those early historic maps now in the hands of the Library of Congress and private collectors.

The maps may be ordered from the American Civic Association at $1.00 each.

Street Accident Chart—During the months of June, July, August and September, the Lancaster, Pennsylvania, Recreation and Playground Association kept a record of auto accidents occurring to children of playground age. These were all taken day by day from the newspapers and were closely checked. Records were kept on a white cardboard chart, newspaper clippings being

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The New EverWear Spring-Rubber Safety Seat for Swings, No. SR-206, (United States and Canadian Patents Pending) cushions every blow and prevents serious accidents. It is made of an ingenious arrangement of special, EverWear-designed, fabric-reenforced, tough, springy, long-wearing, tubular, tire stock rubber, which is so assembled in combination with spring steel, as to give a soft, springy, resilient, swing seat of remarkable safety, strength and durability.

All outside surfaces of the seat are springy rubber: SAFETY! All top and bottom surfaces are corrugated to prevent slipping: SAFETY! All edges are soft, springy, and resilient: SAFETY! All ends bend easily under any blow or pressure (but immediately spring back to their normal shape after the pressure is removed): SAFETY! No metal parts are exposed where they can become dangerous: SAFETY! No wood enters its construction: it cannot warp, split nor splinter: SAFETY! Requires no painting.

Suspension clevises are reversible, making both sides of the seat available for use (this feature doubles the life of the seat): DURABILITY! Rubber tough, long-wearing tire stock: DURABILITY! Spring steel is painted to resist rust: DURABILITY! Built to withstand heavy weights (tested under an active load of 950 pounds): STRENGTH! Edgeways, the seat can be sprung or bent under pressure or blows (adding further to its SAFETY!).

Weighs 5¼ pounds (light for the rugged requirements of its service): SAFETY! Priced within reach of every buyer who values SAFETY on the playground ($4.50 each, net, f. o. b. Springfield, Ohio, U. S. A. Price subject to change without notice): ECONOMY!

Investigate The New EverWear Spring-Rubber Safety Seat for Swings. Buy them to replace old swing seats. Specify them for all new swing outfits.

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The EverWear Manufacturing Company

Springfield, Ohio, U. S. A.

The World's eldest and largest exclusive maker of playground, beach and pool apparatus; a complete line of the SAFEST and most DURABLE recreation apparatus made.

Three New Playground Plays

The Drama Service of the N. R. A. offers three new plays for summer playground use. They are particularly adapted for the use of children between nine and twelve years of age.

- **The Crystal Slipper**
  by MARION HOLBROOK
  (from the story of Cinderella)
- **The Stolen Tarts**
  by MABEL F. HOBBS
- **The King Who Burned the Cakes**
  by MARION HOLBROOK

The cost of each individual play is $.25. The set of three plays may be secured for $.50.

pasted in columns and marked with red stars beside the written account of the accident. A black star indicated a fatal accident. The age was also written in a column beside the clipping.

Although six of the playgrounds were closed last summer because of lack of funds leaving only thirteen in operation in July and August, the chart which showed a great decrease in accidents when the playground season is in full swing proved that children's lives are by far safer when they are on the playgrounds than when they are running freely on the streets. The following figures show graphically one indisputable reason for establishing playgrounds in the motor infested city:

Total accidents for June—26 (1 fatal)

Total accidents for July—11 (Playgrounds open)

Total accidents for August—11 (playgrounds open)

Total accidents for September—27 (1 fatal)

SUBSCRIBE $1.00 YEAR

THE CHRISTIAN COMMUNITY

A Journal of Community Religion

RICHARD E. SHIELDS, *Editor*

How to Unite Churches

Articles by writers of

The Community Church Movement

Vital News. Religious Digest

TWICE MONTHLY EXCEPT SUMMER

Published by

THE COMMUNITY CHURCH WORKERS, U.S.A.

77 West Washington Street, Chicago

Service Helps

ONE OF THE most popular of the playground devices manufactured exclusively by Louden is the Junglegym. This statement is supported by the fact that there have been 600 or more installations in Greater New York, 400 in Chicago and proportionate installations in most of the country's metropolitan areas. Its unusual popularity lies in its appeal to the natural play instincts of children to climb, swing and hang the weight of the body from the arms and legs. Another advantage of Junglegym is that it accommodates a large number of children at the same time. Children invent all kinds of games to play on the Junglegym—games that develop imagination, initiation, self-reliance, courage, strength and agility. The supreme test of Junglegym's powers of endurance and its high degree of safety along with its popularity was indicated at "Enchanted Island," the children's play paradise at the Chicago Century of Progress.

The J. E. Porter Corporation of Ottawa, Illinois, manufacturers of Louden playground, gymnasium and pool equipment, will be glad to send on request a special pamphlet illustrating and describing the four sizes of Junglegym. They will also be glad to send their new booklet describing the diversified line of playground, gymnasium, beach and pool equipment.

The Playground Department of Hartford, Connecticut, is using handcraft materials made of canvas and wool yarns which the children make into pocketbooks, hand-bags and hot dish holders. The materials come from the Pepperell Braiding Company of East Pepperell, Massachusetts. They are popular with many playgrounds because they are inexpensive and practical.

Bernard Thomas

BERNARD THOMAS, known to his many friends as "Barney," died on May 1st. He came to this country from England forty-three years ago, and since 1925 had been associated with the Recreation Bureau of St. Petersburg, Florida, where he served as director of social recreation and special activities. Mr. Thomas had charge of the community sings held every Sunday on the pier. Each week between 3,000 and 4,000 people gathered to sing under the leadership of Mr. Thomas who was often spoken of as "the joyous and happy song leader who taught St. Petersburg how to sing." Of him the *St. Petersburg Independent* says in an editorial:

"The death yesterday of Barney Thomas struck a note of sadness which rang through numberless homes, not only here but in distant places wherever people lived who visited this city, for Barney's job of making people happy by making them sing also made him an outstanding individual. He is mourned today by tourists and home folks alike, by aged folk and children. His versatility touched all ages and classes. He was a rare person whose job was his life, and he fitted into it with amazing perfection. People who knew him, and they are legion, realize that words inadequately describe the uniqueness of a man who could with equal facility charm a crowd of four year old children or an audience of people past seventy, lead a newsboy picnic or direct a Rotary Club in song.

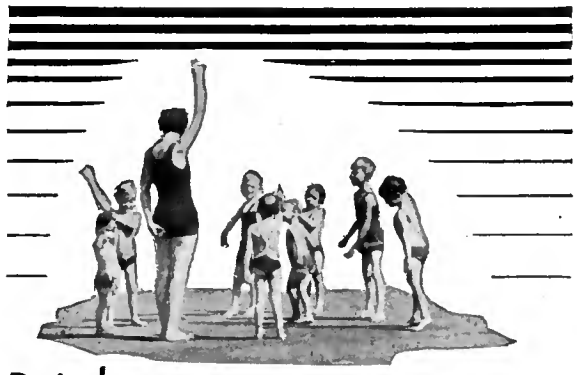
"Generous to a fault with his time, cheerful, witty, a natural, indefatigable leader, singularly adapted to the work he loved, Barney Thomas brightened a spot here which will long preserve his memory."

A Neglected Language

(Continued from page 173)

an Age of Nero or of Caligula. If, however, we use it in the direct expression of beauty through the fine arts, we shall produce an Age of Pericles, of Raphael, of Shakespeare, Purcell, and Reynolds, or of Bach, Beethoven, and Brahms.

The master genius in sculpture, in painting, or in architecture, has sprung only from a race whose blacksmiths and cutlers embellished their anvils, their swords, and their knives with bas-reliefs, whose merchants decorated their warehouses with frescoes, and whose guilds vied with one another to provide the most beautiful window or niche in their cathedral. So the great com-



Bright SUNSHINE
Clean FRESH AIR

Keep playgrounds free from dust with Solvay Calcium Chloride...

PROTECTING children at play is the aim of the modern playground. How important to protect them from the dangers and dirt in dust! It's so easy and it costs next to nothing.

An application of Solvay Flake Calcium Chloride on gravel or earth surfaces effectively ends the dust nuisance. And Solvay Calcium Chloride kills germs. The photomicrographs pictured here show you the results. 347 cultures in the untreated dust. Only 3 in the same dust treated with Solvay Calcium Chloride.

Before treatment After treatment

Make this a dustless outdoor season on your playgrounds. Send today for full information and booklet No. 1159.

SOLVAY SALES CORPORATION
Alkalies and Chemical Products Manufactured by The Solvay Process Company
61 Broadway New York

SOLVAY
TRADE MARK REG U S. PAT OFF
CALCIUM
CHLORIDE
FLAKE—77%—80%

poser can come only from a people who, not in formal concerts, but as part of their daily lives, as naturally as they talk and work and play, expend a share of their leisure and of their surplus emotional energy in making music together. The production of the genius in music is but a by-product of something far more important—the re-acquisition by the people themselves of the neglected language of music.

A Century of Progress through Books

(Continued from page 188)

Teacher meeting of each building. The royal court assembled and the King read his message to Parliament. The Queen, ably assisted by her ladies in waiting, conferred the Order of Merit upon all who had attained the honor of appearing in the Hall of Fame and commended those who had received honorable mention during the course of the project. She then presented the diplomas to all who had read ten books. More than 700 children took part in the project.

The Pittsburgh Day Camps

(Continued from page 190)

39 round trips from South Side District at $7.50 daily	292.50	
29 round trips from Strip District at $7.50 daily	217.50	
10 round trips at $10.00 daily	100.00	
		$1,370.50
Counsellors — Street carfare for volunteers		$ 273.00
Director—Car rental	$ 15.00	
Street carfare	3.50	
Car Repairs	8.70	
Gas and oil, month of July	21.72	
Gas and oil, month of Aug.	24.96	
		$ 73.88
SALARIES		
2¼ months—1 director at $100.00 per month	$ 249.99	
2¼ months—8 head counsellors at $60.00 per month	1,080.00	
		$1,329.99
EQUIPMENT		
Games, including prizes, whistles, etc.	$ 50.65	
Handcraft, including material and tools	210.70	
Clean-up, including soap, towels, etc.	10.30	
First aid	4.15	
		$ 275.80
MISCELLANEOUS — (hospital bills, phone calls, etc.)		37.97
Total		$5,199.80

NOTE: In considering the cost of the day camp it is important to remember that a considerable amount of clerical and stenographic work was donated by the Federation of Social Agencies and the local Community Council office secretaries.

Registration Cards

As a result of the summer's experience it was suggested that some changes be made in the system of registration. It was recommended, for example, that in June each school in the districts served should turn in the names of the children to go to camp, together with the specific information necessary. Some attempt should be made to impress upon the referring agencies the importance of turning in registration slips upon the day they are due. It was also suggested that the following registration card be printed for future use:

REGISTRATION FOR PITTSBURGH DAY CAMPS

.....District

Name of Applicant .....Age.....
Address ..... Color.....
School ..... Grade.....Sex.....
Referring Agency .....Worker's Name.....
Father's Name.....Mother's Name.....
Consent of parent or guardian secured.....
Check period desired:

July 2— 7....	July 30—Aug. 3....
" 9—13....	Aug. 6—10....
" 16—20....	" 13—17....
" 23—27....	" 20—24....

(Do not write below this line)

....
District Community Council *Registrar*

The following was printed on the other side of the 6" x 8" card used:

.....Park

INTEREST DISPLAYED

Activity	*Mon.*	*Tues.*	*Wed.*	*Thurs.*	*Fri.*
Athletics	.....	.....	.....	.....	.....
Handcraft	.....	.....	.....	.....	.....
Nature	.....	.....	.....	.....	.....
Dramatics	.....	.....	.....	.....	.....
Music	.....	.....	.....	.....	.....

Social Reaction: Good Mixer.....Seclusive.....
Remarks or recommendations:
Medical Examination:
*** Excellent; ** Fair; *Poor

.....
Counsellor

A Tin Can Carnival

(Continued from page 194)

packed fruit which has been frozen in the can, sliced, and placed in a bed of lettuce with dressing on top. Red and green cherries, chopped or whole, placed atop the salad will give an attractive touch of color. For a larger group a punch bowl with informal service should be provided. A serving cup of tin can ware would be most appropriate. If the group is small and tables are used, each should be centered with a large tin can flower pot holder containing a plant.

A clever favor, if one wishes to go that far, would be a tricky can opener that clamps onto the can and opens it with a few turns of the handle. Of course we are about to forget, with all these suggestions, that this is something of a depression

party; or perhaps we are touched by a spirit of returning optimism and expect our sales and tickets to cover the overhead and allow a nice margin! Again, it may be that we are just trying to be humanistic and bring a little cheer to our fellowmen with our gifts. Well, again your judgment as well as your sentiment will have to be consulted. Personally, we prefer sentiment.

May your carnival be a huge success!

On New Haven's Nature Trail

(Continued from page 197)

where it comes from, the story of the black birch that gives us wintergreen and of the shagbark, are all told along the interesting little trek into New Haven's virgin wilderness.

By far the most educative part of the trail is a section in the home stretch where a regular "what have you learned" questionnaire may be found. By ingeniously arranged tags questions concerning the high lights of the nature hiker's trip are asked and answered. If one has formed a wrong conclusion as to a bird, a tree or a plant along the trail, it is immediately cleared up by these little tags. For instance, if one has gained an erroneous impression that the branches of one type of tree are alternately placed along the trunk and the branches of another opposite, as are the human arms, the tags quickly tell the name of each.

The New Haven Municipal Bird and Nature Club meets weekly the year round; membership is open to any one over sixteen years of age. Frequent nature hikes and illustrated lectures are included in the club's program.

We have a special club house for this organization where weekly meetings are held. At these meetings from half an hour to an hour lecture is given on birds, trees, wild life or other nature subjects by authorities on each. Committees have been formed on each subject so that those interested especially in trees, wild life and birds may serve on the committees in which they are interested. Or if they are interested in all these subjects they may belong to all the committees. We believe that the membership of this club will increase to thousands and feel it to be one of the best services that we can give the people of New Haven, for through it we are interesting more citizens in our parks and are gaining increased support for future developments.

Taken from article "Increased Activities During Times of Depression," *Parks and Recreation*, October 1933.

Eagle Ringer
(patented)
DIAMOND
Install Diamond Pitching Horseshoe courts on your playground for a popular game that costs little to maintain. Diamond shoes and accessories are preferred by players everywhere. Beginners find Diamond shoes easy to pitch and old-timers demand them. Accurately made — perfectly balanced— will not crack or chip.
DIAMOND CALK HORSESHOE CO.
4610 GRAND AVENUE . . DULUTH, MINN.

How Volunteers Helped in Philadelphia

(Continued from page 199)

tunity they had ever had for decorating, serving tea, arranging parties, planning refreshments, and "fixing up" everything to their hearts' desires. They made touching pleas, many in letters, that the place be kept open during the winter so that they could go on with these projects, and they brought in the older girls and women to back them up. Out of this has grown the Radio Homecraft Clubs for every one interested—even the boys, and there are many of them! The project was carried on all winter by the director of the Tot Lot Playground over a local station. It has had the cooperation of schools, recreation centers, Legion Posts and clubs of all kinds.

We have learned two things from last summer's experience. One is that children, especially older boys and girls, can be used to great advantage on playgrounds if they are given some degree of responsibility. The other is that volunteers may be of immeasurable value if they are carefully selected from those who have had some training and experience.

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SWIMMING POOL DATA AND REFERENCE ANNUAL

1934 Edition

(formerly Notable Swimming Pools and Guide to Equipment and Supplies)

Price $2.00

WATER GAMES, WATER STUNTS, LEGAL DECISIONS, LIABILITY, INSURANCE, POOL DESIGN, POOL SANITATION, POOL MANAGEMENT, ETC.

Hoffman-Harris, Inc.

114 East 32nd St. New York City

The Swimming Badge Tests

- Are you planning to make the swimming badge tests a part of this summer's playground program?
- For those passing the tests there is an attractive emblem of white felt embroidered in red which may be secured from the Association for 25 cents. Certificates also are available.
- 148 cities have ordered these emblems and certificates. Is your city one of these?

A free copy of the tests may be secured from the Association on request

National Recreation Association

315 Fourth Avenue

New York City

From Game Room to Neighborhood Center

(Continued from page 201)

was 824. In January of this year, still with about 350 children resident in the Homes, the attendance was 6207.

Whatever changes have occurred in the past five years in the population of the neighborhood have been in the direction of a slight decrease. The conclusion seems inescapable that the tremendous increase in attendance at the social center is due entirely to an increasing real demand for such facilities among the residents in the Homes and the neighborhood. The problem of the Lavanburg Homes Social Center is no longer to prove experimentally whether recreational activities are a legitimate and wanted part of a housing project, but the embarrassing one of finding room enough to conduct such work adequately.

The Staff

The practical working basis for this program is an essential part of the story. Obviously, such work requires a staff. Who are they, and where do they come from?

From the beginning there has been one paid director, generally with one or two paid assistants. Beyond this small staff of professionals, the workers in the center are of two kinds. There are volunteers, from among the tenants, from organizations concerned with social work, and from university students in the city who have done field work here. A few tenants have earned a part of their rent by serving in the center.

By a similar arrangement, almost any housing project except, perhaps, those under pure private enterprise, could work out a scheme to staff a reasonably adequate recreation program. The greatest obstacle to the development of "social, recreational, and communal facilities" is not finding the people to do the necessary work in each project. It is rather that those responsible for planning effective ways to use Public Works funds may not appreciate in time how important a part of the whole housing problem the question of communal facilities is. The moral of the Lavanburg Homes experience seems to be that if a hundred families are given the space to play in, they will find the means for using it. But they must have the space.

New Books in the Leisure Time Field

A Guide to Civilized Loafing

By H. A. Overstreet. W. W. Norton and Company, Inc., New York. $2.00.

A TRULY DELIGHTFUL book, this handbook on the art of living, which makes the adventure of leisure a very fascinating one. A few of the chapter headings give a hint of the pleasure in store for one who reads this book: The Fun of Handling Materials; Being Social; Being Alone; Adventuring with Thought; Enjoying Where We Are; We Go Wandering; Taking Some Things Seriously, and Just Fooling Around.

Pad and Pencil Puzzles

By Gladys Lloyd. Thomas Y. Crowell Company, New York. $1.00.

FOR THOSE who enjoy having their minds challenged by the elusive puzzle here are forty pad and pencil puzzles, including missing words, abbreviations, incomplete sentences and other brain teasing devices—some easy, others more difficult. A combination of puzzles will make a progressive pencil and paper party.

The Paid Worker Plus the Volunteer in Music

By C. M. Tremaine. National Bureau for the Advancement of Music, 45 West 45th Street, New York.

POINTING OUT that there never will be enough money available to take care of even a small percentage of the need for leadership in educational, social and recreational activities. Mr. Tremaine urges the use of volunteers in the leisure time program and cites the value of the services such volunteers can give. While he emphasizes the need for volunteer leaders in the field of music, Mr. Tremaine's presentation will be of interest to workers in all fields of civic endeavor. The pamphlet also tells of the work of the National Bureau for the Advancement of Music and of the service it renders. This booklet is available free to directors of organizations.

Enjoy Your Museum

Edited by Carl Thurston. Esto Publishing Company, Pasadena, California. $.10 each.

HERE IS an interesting series of eight pamphlets designed to help people who are looking at works of art or at reproductions of them to get more pleasure from them. They have the advantage of being simple, direct and practical, and inexpensive. The subjects with which they deal are painting, water colors, prints, etchings, pottery and porcelain, Hopi pottery, Navajo rugs, and sculpture.

Toward Fuller Living Through Public Housing and Leisure Time Activities

By Abraham Goldfeld. The National Public Housing Conference, 112 East 19th Street, New York. $.25.

IN THIS booklet Abraham Goldfeld, Executive Director, Lavanburg Foundation, presents a study of the social, recreational and educational activities carried on in five of the better known housing projects in the New York metropolitan area. These include Sunnyside, Radburn, New Jersey, the Lavanburg Homes, the Dunbar Apartments—a Negro housing project, and the Amalgamated Houses. Mr. Goldfeld makes a strong plea for the provision of recreational activities. "In the future the success of the public housing movement will be measured chiefly on the basis of its contribution toward making human life happier and richer. Fruitful and satisfying use of leisure time is one of the ways to be happy. Public housing bodies therefore cannot fail to take this splendid opportunity to include in their plans facilities for leisure time activities."

Working Together For Highway and Community Beautification

By Ernestine Perry. Published by National Highway Beautification Council, 60 Sherman Street, Springfield, Massachusetts. $1.00.

THIS PAMPHLET discusses a subject which is becoming increasingly important as people are awakening to the need for safety and beauty along our highways. State departments, the press, organizations and individuals are now demanding good-looking roads as well as good roads. The Federal government has recognized this demand by permitting Federal road aid funds to be used for planting trees along Federal aid highways. The pamphlet tells of projects which have been initiated, suggests methods of organizing highway beautification contests, and offers sources of information.

Gymnastics, Tumbling and Pyramids

By J. H. McCulloch, A.M. W. B. Saunders Company, Philadelphia. $2.00.

THROUGH DIRECTIONS given in this book the student is led into the practical study of gymnastics, tumbling and pyramids. Tumbling stunts are concisely described and clearly visualized by step-by-step pictures. Instruction is given in the use of a number of pieces of gymnastic apparatus, and pyramids and their construction are covered in an unusually interesting section describing the formation of many pyramid groups requiring from three to twenty students. There are 265 illustrations in the book.

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The Planning and Construction of School Buildings.

Edited by Guy Montrose Whipple. Public School Publishing Company, Bloomington, Illinois. $1.75 paper bound; $2.50 cloth bound.

The thirty-third Yearbook (Part I) of the National Society for the Study of Education is devoted to the planning and construction of school buildings, and is the work of a committee of educators of which Professor N. L. Engelhardt of Teachers College, Columbia University, is Chairman. The report is divided into six sections: I. The Philosophy of the School Plant; II, School-Plant Planning Policies; III, Educational Services; IV, Architectural Services; V, Constructional Service, and VI, Financial Aspects of the Problem.

Care and Feeding of Hobby Horses.

By Ernest Elmo Calkins. Leisure League of America, 30 Rockefeller Plaza, New York. $.25.

A delightful booklet by one who has found the secret of spending his time joyously. "Whatever you do with that spare time of yours," says Mr. Calkins, "it should be something that gives you keen delight. If it doesn't, then it is not a hobby—at least for you. You have guessed wrong and should begin all over again."

Mr. Calkins under the classifications "The Things You Might Do," "Doing Things," "Making Things," and "Acquiring Things," suggests how to avoid making mistakes in choosing hobbies. The booklet contains a comprehensive bibliography.

The Way of Understanding.

By Sarah Louise Arnold. Foreword by Lou Henry Hoover. Girl Scouts, Inc., New York. $.50.

In 1925 Sarah Louise Arnold was elected president of Girl Scouts, Inc., and served until 1928 when she became honorary vice-president. In this booklet Miss Arnold, who has written many books during her career as an educator, has brought together the talks she has given Girl Scouts at conventions of leaders or rallies of girls. They are full of homely wisdom and human interest, and have much to offer every leader of young people as well as the young people themselves.

Books of General Interest for Today's Readers.

Compiled by Doris Hoit. Available from American Library Association, 520 North Michigan Avenue, Chicago, Illinois. $.25.

This annotated list of nine hundred readable books suitable for use in C. C. C. camps, classes conducted with C. W. A. funds and other educational activities being carried on by the government and other agencies, was compiled at the New York Public Library under the auspices of the American Library Association and the American Association for Adult Education, in co-operation with the United States Office of Education.

Character Education in Soviet Russia.

Edited by William Clark Trow. Translation by Paul D. Kalachov. Ann Arbor Press, Ann Arbor, Michigan. $1.25.

The step recently taken by the United States government in recognizing the U. S. S. R. makes it increasingly important that the American people understand something of the educational and recreational forces at work in Russia, as well as the economic. This interesting book deals primarily with the Young Pioneer Organization for children and youth whose prime object is "political"—to make citizens. A second objective is social knowledge and participation in the economic construction of the country. A third is cultural and recreational. "Games are played; motion pictures, theatres and concerts are attended; picture galleries and museums are visited; group songs, hikes and physical exercises have their place. Books are read and discussed. Radio sets are constructed, and so on through the list of things children and young people like to do."

This book cannot fail to be of interest to recreation workers and to all leaders of youth in America.

Education in the Recovery Program.

Office of Education. U. S. Department of the Interior. Government Printing Office, Washington, D. C. $.10.

In this booklet, a reprint from *School Life*, Dr. George F. Zook, Commissioner of Education, summarizes the extent of the impact of the national recovery program on education and gives a panoramic view of education as it is in the recovery program today. New Federal agencies are described, the F. E. R. A. education program is outlined, facts are given about the program in action and the Emergency Nursery Schools, and there is information about the educational program of the C. C. C. camps and public works for public schools.

Mobilizing Unemployed Rural Young People for Growth.

Southern Woman's Educational Alliance, 401-2 Grace-American Building, Richmond, Virginia. $.25.

Constructive programs of study and activity are suggested, in this mimeographed bulletin, to rural communities and counties and to interested groups, agencies, institutions and individuals. Not only programs and sources of help are given but the services of the Alliance are outlined. The Alliance has also published a number of inexpensive mimeographed bulletins of interest to rural leaders and an informal magazine, "Growing in the Emergency," issued at six cents a copy.

1000 and One.

The Blue Book of Non-Theatrical Films. The Educational Screen, Chicago, Ill. $.75.

The tenth edition of this list of films is carefully classified, and information is given which will help the prospective user in making his choice, in knowing where to secure the films and in obtaining the technical information necessary.

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Helping Men to Be Happy

HELPING MEN AND WOMEN to be happy here and now is to become one of the major responsibilities of government.

The American citizen has in the past thought of his government as clearing the way for rugged individuals to build bigger and bigger barns stuffed full of material goods. The lure of material goods has not grown less. But even the rugged man who has succeeded in filling his barn is not happy when ten millions of his fellowmen are without work month after month.

What has happened? Immigrants no longer come. Children are born less frequently. Frontiers have disappeared. Machines do much of the work of men. The time comes and will soon be here when the population of the United States will actually decline. Fewer people—fewer purchases, less work for the men who remain. Meanwhile machines and inventions increase apace while men grow proportionately fewer in number.

Property itself commits suicide except as it provides employment, except as it provides wages with which men may purchase. Lending men money with which to buy ultimately means much the same as giving money away—except as employment is provided.

Building bigger and bigger barns and stuffing them full of material goods, building more and bigger factories will never again give enough work so that all men may labor. Millions upon millions of machine slaves do more and more of the work of the world and the hands of the clock will not turn backward. Men are in the grip of forces bigger than themselves.

Work men may have—but not enough to give labor to all—except there be a great extension of art, of education, of recreation, of movements for the prevention of disease. When man starts out to make his world beautiful, full of men who can create beauty of line, of color, of sound; when man starts out to give every human being the kind of education that will mean the most "durable satisfaction" throughout life; when each man according to his capacity and taste is given opportunity for vital, rich, abundant living in his play and recreation hours; when man applies in the field of health the knowledge he now possesses,—then there will be more work than there are men to do.

How is such work—such service to mankind to be financed? That is another story. Of this let us be sure, however, there is no good in pouring money into capital goods industry to revive trade if the manufactured products cannot be sold. Our substance we have wasted in building unneeded competitive plants, in extravagantly destroying our capital—when there was much work waiting to be done in the world in producing human happiness, and when such expenditures for happiness would have been a great monument to our times. We are built so that we cannot be happy ourselves even if we have work while ten million are idle, while an army of three and a quarter million of youth come up to sixteen years of age each year in a world in which there is little for them to look forward to in the way of work. Our own happiness, our own sanity, our keeping of our own souls depend upon our finding real and not made work for every capable, able-bodied person. We ourselves are safe in ourselves only as the world of work is restored. Otherwise we are all lost together.

In years gone by idle men would perhaps have been whipped into an army to make war on a neighboring people. In the field of education, recreation, health, art, service there is work for an untold army. In a cooperative world there can be some cooperative plan for using enough able citizens in an army of service to do away with unemployment.

HOWARD BRAUCHER.

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Leisure And Its Use

By NICHOLAS MURRAY BUTLER, Ph.D.

"The right balance between work and leisure, the development of those wants which increase the value of work and of those tastes which increase the value of leisure, are at the bottom of the problem of human education."—*Dr. Nicholas Murray Butler* in Report for 1924.

ONE OF THE most obvious objects of education and of life itself it to learn how to live. That means two things: first, that one must make life physically possible by such compensated effort as will provide the necessities of physical existence and comfort for himself and those dependent on him; and second, that one will seek to find and to make opportunity to use his human capabilities and abilities in larger and non-material ways and fashions, both for his own individual satisfaction and for the good of his kind.

The first of these we call work, and the second we call leisure. There is a vast difference between leisure and unemployment. Unemployment means an absence of work, and that destroys the basis for real leisure. Unemployment merely fills the hours of the day with worry and anxiety. So long as work is not available, leisure is impossible, since leisure is the outgrowth and accompaniment of successful work.

An immense proportion of the population of the modern world has known very little of leisure and still less of enjoyable and interesting leisure. Work, the first of the two aspects of life, has occupied most or all of their waking hours, and such little time as they might have given to leisure has really been spent in recovering from fatigue. We have now come to a point where the interest of the intelligent mass of mankind is focused on so raising the general standard of living that, first, work will be systematically provided and properly remunerated, and second, that leisure will be offered, together with indication and guidance as to how that leisure may best be used.

One of the physical characteristics of leisure is that it involves the rest and relaxation of the nervous system. The strain on the nerves of a brain worker of any kind is very serious and very severe during the hours of occupation, whether these be long or short. True relaxation, therefore, should in such cases involve opportunity to take part in outdoor life, in physical exercise, or in games. It may take the form of light occupation of some non-serious sort, such as working in a garden with flowers, trees or vegetables. It may often involve the reading of books, hearing good music, or visiting noteworthy collections of art, thereby expanding the field of intellectual interest and activity. What has now become exceedingly important is that the hand worker should not only be offered leisure but should be guided toward its interesting and helpful use. This means outdoor interests, sports and occupations of various kinds.

Moreover, we need to place increased emphasis upon the intellectual guidance of our whole adult population. Adult education does not mean going to school or even following any rigorous program of instruction. What it does mean is guidance and suggestion from competent sources as to one's systematic reading, as to one's standards of appreciation and judgment in art, in science and in literature, and as to one's occupations in either work or leisure. The exercise of this guidance must be very carefully done and must always avoid prescription or control. It would be foolish in high degree to offer a list of books to a man who has been toiling for six or seven hours in a mine. His natural desire would be for the open air, and it would be there that he would naturally wish to look for his relaxation. One great trouble heretofore has been the comparatively few hours that physical workers have had for relaxation. The

Many of our readers will doubtless recall Dr. Butler's discussion of leisure in his annual report of Columbia University for 1924. In his report for 1933 he states there are many reasons why it is appropriate to return to a discussion of this subject at the present. We present here extracts from Dr. Butler's latest report.

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time has now come, however, when with shorter hours of labor, leisure and its relaxations are fortunately to take a much larger place in the life of the hand worker than they have ever done before.

Properly used, leisure will increase the capacity for useful and productive work. This is really the basis of the new argument for shorter hours of labor. That argument is not that shorter hours of labor will result in less work being done, but that it will result in more work being done or in the same work being better done. Of course, this means that there should be no artificial limit put to a worker's power of production. He should lay as many bricks in a day as he comfortably can without regard to the capacity of other workers engaged in the same occupation. In this way the advantage of those things with which he occupies his leisure will manifest itself in his capacity for work. We have a very long way to go in dealing with this question, because there are parts of our own country and of other countries in which the standard of living is far below what it should be. This standard cannot be raised all at once, but nevertheless it should be our object to raise it by all means in our power, and as rapidly as possible. One great obstacle to the freer movement of international trade, which freer movement would be of so great benefit to the people of the United States and to many other peoples as well, is that the condition of workers in some lands is still so very low as to make it quite incommensurable with the condition which we have in mind for our own workers of today and tomorrow. This is an international problem of large importance and it will not down.

Different nations are already approaching the problem of leisure and its use in definite fashion. The new government of Italy has developed an extraordinarily brilliant program for the interesting and enjoyable use of leisure on the part of both children and adults. The German people have long had their own way of solving this problem and have made large use of physical exercise, of music, and of open air life. The British, like ourselves, are dealing with this question just now in serious and practical fashion and along very much the same lines that are projected and advocated in the United States.

The fundamental fact to be grasped is that work and leisure are two interdependent parts of one and the same thing, which is an interesting and useful life. He who does not work loses one of the greatest of life's enjoyments, and he who has no adequate leisure and no knowledge of how to use that leisure is deprived of life's greatest satisfaction.

"There is a spiritual revolt against the tyrannies, the uglinesses and the vulgarities of our present world. Men will no longer live dull and sodden lives. The aspiration to live the good life is not for *one* class or *one* group, but is as broad as humanity itself. Each must be given at least a chance to fulfill his destiny. It is vision that we need above all else today." — Nebraska State Teachers' Association, Report of Commission on Character Education.

For many workers true relaxation lies in participation in out-of-door life.

Courtesy Dr. William G. Vinal

Planning the Recreation Building

By RAYMOND E. HOYT
Los Angeles, California

IT IS AN unquestionable fact that we are now living in a day and age of specialists. One no longer feels that the family physician can perform a delicate operation when a specialist for that particular operation can be obtained. Our professional men are chosen because of their greater experience in the special field for which their services are desired. This is now becoming the case when one chooses an architect or an engineer to solve recreation construction problems. One now asks "how can we obtain the individual who is best suited for our particular work?" The problems are involved and their solution not easy, particularly in the case of public recreation buildings.

Let us analyze some of these problems: An architect does one of two things; he either creates a plan, develops it, and then builds his facades to fit the plans; or, he does the reverse, which, by the way, is a too common practice for public buildings; namely, he designs beautiful exteriors and then attempts to fit the plan into these usually elaborate pictures. Our plan problems are so complicated that the last procedure is almost out of the question unless an unlimited amount of money is available. One, therefore, must start with the plan.

Public buildings are, as a rule, built with definite appropriations of money. Seldom may the architect go over this allotment. Let us take this amount and divide it by the estimated cost per square foot for the type of structure to be built. In California the building laws are lenient in some respects and severe in others. By installing adequate fire protection equipment, one may build of wood using metal lath and stucco if not over one story. Since California has been visited in the past by earthquakes, its earthquake resistance requirements are very rigid. Here, wood has proven to be the best inexpensive building material. A horizontal stress equal to ten per cent of the dead load, has been found to be sufficient to resist lateral earthquake movements. A building, meeting these requirements, costs about $3.50 per square foot. Divide the appropriation by the estimated unit of cost and one can easily determine how large a building on which to plan.

We have asked a number of people who are experts in planning recreation facilities to share with our readers some of the lessons they have learned through their experience. Mr. Hoyt, Assistant Superintendent in charge of the Division of Construction and Maintenance, Los Angeles Playground and Recreation Department, suggests in this article some of the things which very often are overlooked in planning recreation buildings.

What Shall Go Into the Building?

Knowing this, the question is asked "Well, what shall we put in our building?" To get the best advice, one calls in the director or supervisor who will probably have charge of the program of activity to be conducted in the building. By his experience within his community he knows just what it needs; that is, he will know if he is the genuine community leader we expect him to be. Some directors have hobbies or special interests and one must be very careful to determine whether these hobbies are influencing his recommendations. By way of example, some energetic young man may feel that the great important need in his center is a gymnasium where he can develop a championship basketball team, while another director may have a special interest in dramatics and he will want the building to be a modern little theatre. Seldom does one have funds to provide all of the desirable features which are needed but what can be done and what we have to do is to adapt our plan to fit moderately and modestly all phases of the program.

A modern recreation community building should by all means contain a large assembly hall, and here the architect is called upon to do almost the impossible with this room. It must be provided with a stage, or perhaps it should be termed a platform because the modern stage with its fly galleries is often far beyond our means. Our platform can have modern lighting effects, curtains and the necessary equipment to give community or amateur dramatics. One finds there is a thrill on the part of the dramatic groups in making

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things "do." They love to test their ingenuity and their creativeness in this fashion. This room must be reinforced enough in order that there may be safely conducted within it a gymnasium class or what is now termed an active recreation class. Sharp corners or pilasters with flimsy plaster decorations must be eliminated, windows must be guarded, lights must be high and protected, the floor must be level and not slippery. It may be necessary to limit to some degree the activities which can be carried on in one of these combination rooms and indoor baseball is the first on the taboo list. On the other hand, in almost every reasonably constructed building, volley ball can be played with perfect safety to the fixtures, and, with some care in planning, basketball can also be played safely.

Now that this much of the problem is solved, the director calls attention to the fact that one of his greatest community activities is the weekly neighborhood party or the old-fashioned dance. It is now necessary to turn the little theatre and gymnasium into a ball room. The most serious problem is the floor. For gymnasium purposes the floor must not be slippery but for social dancing purposes it is quite essential. The only solution to this problem is to finish the floor for gymnasium purposes as there is a definite risk of a serious fall on a slippery floor to a volley ball or basketball player. A finished gymnasium floor can be made quite acceptable for a dancing party by the use of borax spangles. These can be removed quite easily by lightly going over the floor with a damp cloth on a push broom. The architect can provide blank wall spaces which lend themselves beautifully to paper panel decorations. By the use of a variety of very inexpensive paper decorations, the gymnasium can be turned into a most charming ball room.

This is still the age when a woman makes her greatest impression upon mere man by placing before him something he can eat. No building for community recreation would, therefore, be complete without a kitchen. It is not within the jurisdiction of a recreation department to provide the last word in kitchen equipment. The preparing of the banquet feast should be left to the tax-paying restaurant man. What the recreationalist is concerned with is the providing of adequate facilities for the servicing of light refreshments, pot luck dinners, and noonday luncheons for women's play day groups. It is well to have a room adjacent to the kitchen for the serving of refreshments. The kitchen must also be convenient to the main assembly room as well as to outside delivery. The wise designer will provide a safe place in which to keep the ice cream and cake as small boys on the playground have been known to feel it is their constituted duty to be the first to sample the refreshments!

If there is any floor space remaining in the appropriation, there should be added one or more small club meeting rooms for boy and girl character-building groups, local improvement or social club committees, playground councils, and many other organizations. These rooms should be supplied with a great amount of storage space in the way of cupboards and lockers. Many recreation directors have gone on record as saying that they could fill dozens of these small recreation rooms every night in the week. Their use is unlimited.

Things to Keep in Mind

Plumbing costs money. Adequate service must be provided, but it is very easy to overdo it. If there is a play field adjacent, then, of course, public comfort stations must be provided to serve the play field. There should be no accessibility from these rooms to the inside of the building. The inside comfort facilities should be centrally located, easily accessible to all rooms, and above all it must not be necessary to pass through a room other than a public hallway. Where money is sufficient, the toilet room walls should be wainscoted with smooth tile, this being the best material to discourage the thoughtless patron who wants to try out his jack-knife or to see what kind of a mark his pencil makes.

Electric fixtures must harmonize with the character of the building. It is possible these days to get good, efficient stock electrical units in almost any architectural style. Great care must be taken to provide plenty of circuits and of more than normal electrical capacity. Sooner or later someone will try to put a 1000 watt lamp where a 100 watt lamp was supposed to be sufficient. Trouble will surely result unless the engineer anticipates these almost certain overloads. Outdoor yard boxes are easy to install when the building is under construction. These serve beautifully for the extra illumination demanded for special outdoor night celebrations. Light is one of the best preventives for the unwelcome night visit of the gang which breaks into the building for no good purpose. These night lights do not have to be of great intensity, and when placed on corners high

up from the ground they serve most efficiently. By placing them on a time switch they will automatically turn off at any hour desired. These lights have more than paid for themselves wherever installed. Electrical switches are the worry of almost every community house manager. Experienced directors will advise the architect to put switches to all main rooms in the director's office. There must be one switch at the door for the convenience of the employee leaving last or coming first into the building.

A modest office should be provided in every community building. It is quite essential to the health and morale of the employee to have a place where he can retire for a few minutes of relaxation between activities. It is the many little things which either drive a director to distraction or which make him an efficient servant of the community.

It would be possible to produce pages of reasons why a community recreation building is enough of a special case to warrant the selection of an architect who has first hand knowledge of the many delicate and complicated recreation problems involved in the management and control of a center of this kind. One should even go further and include this requirement for the individual who is to be responsible for the layout and the design of the playground. There are physical and moral hazards which must receive the very first consideration, and only one who has studied or knows this problem by his experience is competent to plan a modern play field.

Giving Them What They Want!

The patrons should be segregated naturally. By this it is meant the small tots with their special play equipment should be placed where they naturally desire to be. Small children love to be near the office or the entrance to the building. It is, therefore, essential that they be placed there. The unemployed men who have been making such great use of the public recreation facilities in the past few years care nothing about being close to the building, but they do demand adequate shade and protection from the wind, and they are most annoyed when stray balls find their way into their area or when children insist on running and yelling too near them. They should, therefore, be placed in the most secluded and out-of-the-way corner where they may enjoy their activities unmolested. The older boys and girls demand freedom. They must have wide, open spaces in which to play. They must be permitted to "slam" the ball without fear of a reprimand from the director or supervisor because they might hit the building, knock the ball into the small children's area, or even over the fence. "To do and not taboo" is what these live, energetic, wholesome, red-blooded boys and girls want.

All equipment and play apparatus must be as safe as it is humanly possible to make it, consistent, however, with certain good judgment as to the degree of thrill remaining. There is this something which we call "thrill" that must remain. If left to the decision of boys and girls by

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The Griffith Recreation Center at Los Angeles was erected by relief funds at a cost of $16,000. The patio contains a stage and also a fireplace.

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A Hobby Workshop in a Museum

By RUSSELL NEWCOMB

A workshop providing free opportunity for sketching, modeling and other leisure activities has been inaugurated by the Newark Museum as an extension of its educational program. The workshop, which is in many respects an innovation in museum work in this country, is located on the first floor of the Museum. Its equipment and working materials are to be continuously available to the adult public during the Museum's open hours.

The workshop is a result of the increasing popularity of the Museum's senior hobby clubs, of which four have been in operation for a year with a total membership of three hundred. These clubs are informally organized groups of amateurs and hobbyists interested in sketching, modeling, nature study and stamp collecting. The groups have been meeting regularly on Sunday afternoons and have planned their own programs. The informality of amateurs meeting to share a common interest has been emphasized in these groups, and the formal instruction of art schools or of evening courses has been carefully avoided. A staff member has worked with the groups as a secretary seeing that announcements and other details are taken care of. As far as possible instruction of any type is avoided, and the emphasis is on developing the powers of observation. Except for occasional beginners literal "copying" of pictures or sculpture is discouraged. From time to time the sketching and the modeling groups have asked well-known artists of the community to talk to their groups, and outstanding stamp collectors and nature students have met with the other groups. In the spring months, field trips for study have been arranged.

The workshop is arranged to be open to the full view of the public and to the staff members working in adjacent departments. Work tables, easels, drawing boards, plastecine, pencils, soap for carving, and other materials are available. Mask making, finger painting, puppet making, soap carving, wood carving, linoleum block printing, charcoal drawing pastels, oil paintings, and water colors have been undertaken during the past winter by members of the sketching and modeling clubs. Field trips and study periods on birds, minerals, scientific photographing, astronomy, and similar subjects have been arranged by the nature study group, and the stamp collecting group has flourished with speakers on various special topics and opportunities for members to display their collections.

Members of the workshop groups are working towards an exhibit next fall which will include objects made or collected by them during the current year either in the workshop or during the vacation months. During the week of May 6th there was shown in conjunction with the workshop a small exhibit of ship models, paintings, weavings, furniture and other articles made by business and professional men of this vicinity. The exhibit was planned and arranged by the Newark Junior League and it included only creative hobbies—no collectors' hobbies. The exhibit featured the work of a number of the best known men in the city, and served to attract wide attention to the Museum's newly opened workshop.

Because of its present heavily curtailed budget, the Museum will not be able to have a full-time staff member in charge of the workshop, although it is hoped eventually to do this. The New Jersey Emergency Relief Administration, through its Leisure Time Division, has assigned a leader who will meet once or twice a week in the workshop with the members of the hobby groups.

In inaugurating the workshop the Museum feels that it is both meeting the present demand

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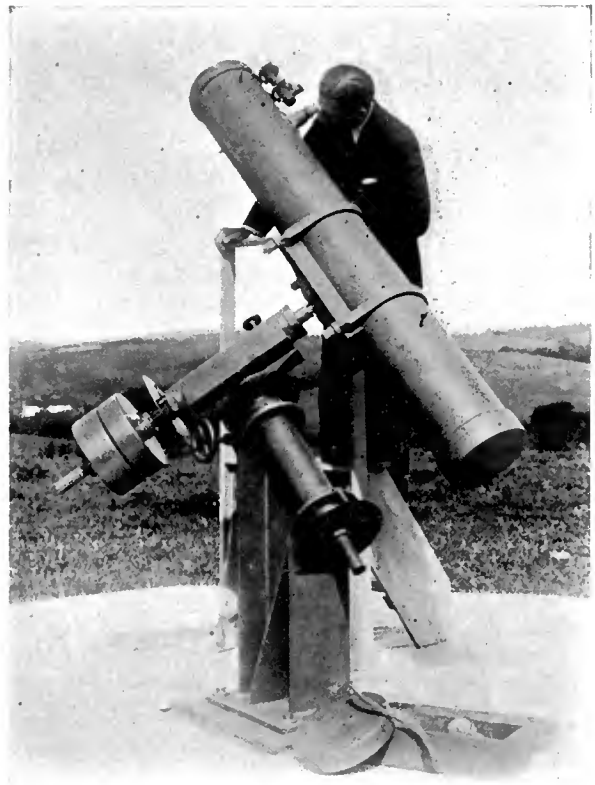
"For the man who has discovered the consummate joy of a hobby, no excuses are necessary, no justification is in order. That it should fill his leisure hours and divert his mind from the pressure of everyday problems are reasons enough for the frequent and sometimes frenzied pursuits of the nature lover to his woods, the bibliophile to his book shop, the golfer to his green. The pursuit is enough. But on the other hand there are some hobbies that offer additional rewards. They are the creative hobbies productive of something you can lay your hands on when the chase is over."—From editorial in the *Craftsman*, January-February, 1934

Adventures in Star Gazing

By

John W. Handlan

Oglebay Institute
Wheeling, West Virginia



Courtesy Oglebay Institute

The true story of an enterprising group of people who, lacking the scientific equipment they wanted, went to work and made it, and had a most enjoyable time doing it!

"ONCE UPON A TIME" there were some people in Wheeling who were interested in astronomy. So they formed a small study group and occasionally some one gave a talk on the subject. These enthusiasts soon found that they wanted a closer acquaintance with stars and planets than the telescope available for their use could give them. But, sad to relate, the cost of an instrument of the size they desired was prohibitive. Then some one said: "Let's make one!" They did, and as a result many of the population of the Wheeling district are becoming star-minded.

That, in a word, is the story of another interesting development in the program of Oglebay Institute at Oglebay Park, Wheeling. And permanently mounted on a hilltop at the Park is an accurate, powerful, eight-inch reflecting telescope—a gift to Oglebay Institute by the Wheeling Astronomy Club.

Oglebay Institute's chief part in the accomplishment has been to bring together individuals of kindred interests, astronomy hobbyists. Starting early in 1928 the Institute began presentation of weekly, outdoor lectures on various phases of natural science. Some of these were on astronomy. The dozen or so amateur astronomers who were drawn to these lectures soon learned that other Wheeling people were interested in the same things. They found that the Diocesan Chancellor of the Roman Catholic Church, Msgr. E. E. Weber, was an enthusiastic and capable astronomer who owned a portable telescope and who was generous in lending it. They learned that another Wheeling clergyman, Rt. Rev. R. E. L. Strider, Bishop-Coadjutor of the Episcopal Church was also an astronomy enthusiast. They discovered then an executive of a steel manufacturing corporation and an executive of a glassware manufacturing company of the city had been interested to the point of purchasing telescopes which they were not averse to lending to fellow-enthusiasts.

After a time these astronomy enthusiasts met Dr. O. F. H. Bert, instructor in astronomy at Washington and Jefferson College, Pennsylvania, and lecturer in astronomy to students of the annual nature training school at Oglebay Park. Eventually, a winter study class in star study was formed with Dr. Bert as instructor and with a nominal fee charged for the series of lectures and "telescope nights."

This class was the nucleus of the Wheeling Astronomy Club which subsequently was formed with Oglebay Park as a rallying place. The club is now affiliated with the West Virginia Nature

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Association, Inc., which also had its genesis in the nature study program conducted by Oglebay Institute at Oglebay Park. Similar science-hobby clubs in botany and in ornithology, respectively, are likewise flourishing at the Park as part and parcel of the Nature Association—but this is an astronomy story!

In the winter of 1932-33 members of the Astronomy Club felt the club should secure a large telescope to be permanently located at the Park for their use. They felt that their continued borrowing of privately-owned instruments had come to be an imposition upon the generosity of those who lent them. They knew the prohibitive cost of large telescopes but had heard, through members of the Institute's activities staff, of successful, home-made instruments. Some of these were the property of members of the Astronomical Section of the Pittsburgh Academy of Arts and Sciences.

Soon there was a pilgrimage of interested Wheeling astronomers to the haunts of the Pittsburgh star-gazers. There they saw a variety of ingenious, amateur-made reflecting telescopes and immediately decided to build one of their own—an eight-inch reflector. Among the club members were engineers and trained mechanics. There were plenty of willing workers. The necessary glass was purchased and the grinding of a mirror began. M. C. Hine, manager of Oglebay Park for the Wheeling Park Commission, made available to the astronomers the use of the Park's carpenter shop at night and on Saturday afternoons. The work went on slowly and carefully and by late spring of 1933 it was finished.

Then arose the question of a suitable tube, exact revolving and elevating mechanism and the heavy type of permanent mount required for an eight-inch scope. Members of the club interested officials of the Wheeling Steel Corporation, and a half-dozen or so expert workmen of the corporation themselves became interested in the project. The club members designed the scope mounting and mechanism. The steel company workmen constructed tube and mount and placed the lens and reflecting mirrors under the expert direction of the club's technically-trained men. The Wheeling Park Commission built a concrete base for the mounting.

Club members appeared at midnight, exactly, at the telescope location with transits and other paraphernalia of mysterious significance to the uninformed. Earnest sights were taken upon the North Star—and the exact alignment of the big new 'scope was figured.

Public Telescope Nights

The telescope was placed, dedicated and formally accepted by Oglebay Institute last summer. From then until the cold and snow of the West Virginia hills forbade much activity went on in the way of static outdoor observations, and "public telescope nights" were regularly conducted with members of the club in charge. These public occurrences are being continued in the spring, summer and fall of 1934.

In 1934 the club has sponsored a series of radio talks on astronomy over the Wheeling broadcasting station WWVA with 5,000-watt power. Msgr. Weber has been speaker for the first series of weekly popular lectures upon astronomy and others of the club membership plan to take up the burden when Father Weber has completed his series. The radio station has adopted the program as a studio feature and the number of favorable comments received has induced them to plan to continue the lectures after the current series has been completed.

Each "public telescope night" is preceded by the radio talks in the course of which the speaker informs his listeners of some of the things which may be viewed through the telescope on the next "telescope night." As a result the public observation periods are becoming extremely popular throughout Wheeling district. Not only does the general public attend the Saturday night events, but teachers of science classes, leaders of Boy Scout troops and informal, private groups make arrangements with members of the club to have private instruction at the 'scope on mid-week nights.

Many people, apparently, have been much surprised to learn that Saturn really does have rings which are "just like the pictures in the book." It is a tribute to the publicity genius behind the Chicago World's Fair that the star Arcturus, which set the lights ablaze in and over the big exposition, should have proved a most popular object of observation by the laymen who visited the Oglebay Park telescope last year.

Other Projects

Yes, there's no doubt that things astronomical in Wheeling district are definitely "looking up," in more than a literal sense. At least one new

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The Twentieth National Recreation Congress

The twentieth National Reereation Congress, the first to be held since the International Congress in Los Angeles in 1932, will meet in Washington, Oetober 1-5. The Wardman Park Hotel will be the headquarters.

THE RECREATION CONGRESS to be held in Washington, D. C., October 1-5, 1934, will be particularly timely and significant. Both lay and professional recreation leaders need the stimulus of a great national conference on community recreation at this time. Problems have been pressing. Fundamental changes affecting the future of recreation are taking place in national and community affairs. In every city have been felt the lash of reduced appropriations and drastic economies, the loss of loyal and efficient workers, the discontinuance of some activities, and the struggle to serve an increasing public demand with fewer resources. There have been important changes in the nature of programs and pronounced tendencies on the part of Federal and State governments toward greater activity in recreation. The Congress will offer the opportunity for laymen and public officials to discuss their problems and to plan together how to meet the challenge which increased leisure presents.

Some of the questions to be discussed at section meetings and which are related to the great general theme are as follows:

What special service can the recreation movement render to youth just graduating from high school and college who are unable to find employment?

Problems in recreation program building in the creative arts and crafts.

What are the gains, if any, in having special lay boards or commissions in city governments charged with responsibility for working on the special problems of schools, parks, recreation?

What college and university courses are desirable for men and women who after college training are immediately to become play and recreation leaders?

What schools are doing to prepare children for abundant living and give them abundant life now.

What parks are doing for abundant living.

Is it desirable for the recreation movement in the United States to further special types of recreation which require less of leadership and organization? How can this be done? What are the activities for adults which practically run themselves?

Changes that need to be made in recreation during the present emergency period—changes in program, method and in content.

What can be done to secure a better understanding of the national and local recreation movement?

If I had full power to represent the people of the city in which I live and a measure of financial freedom in helping them toward abundant living, what would I do?

What men and women want to do in their free time.

Problems in cooperation arising in community planning for play and recreation for youth and other age groups.

Soft ball problems.

Problems of board members responsible for recreation and park services.

Zestful living through music.

Keeping alive through drama.

Comradeship through social recreation.

The Wardman Park Hotel which will be the headquarters of the Recreation Congress.

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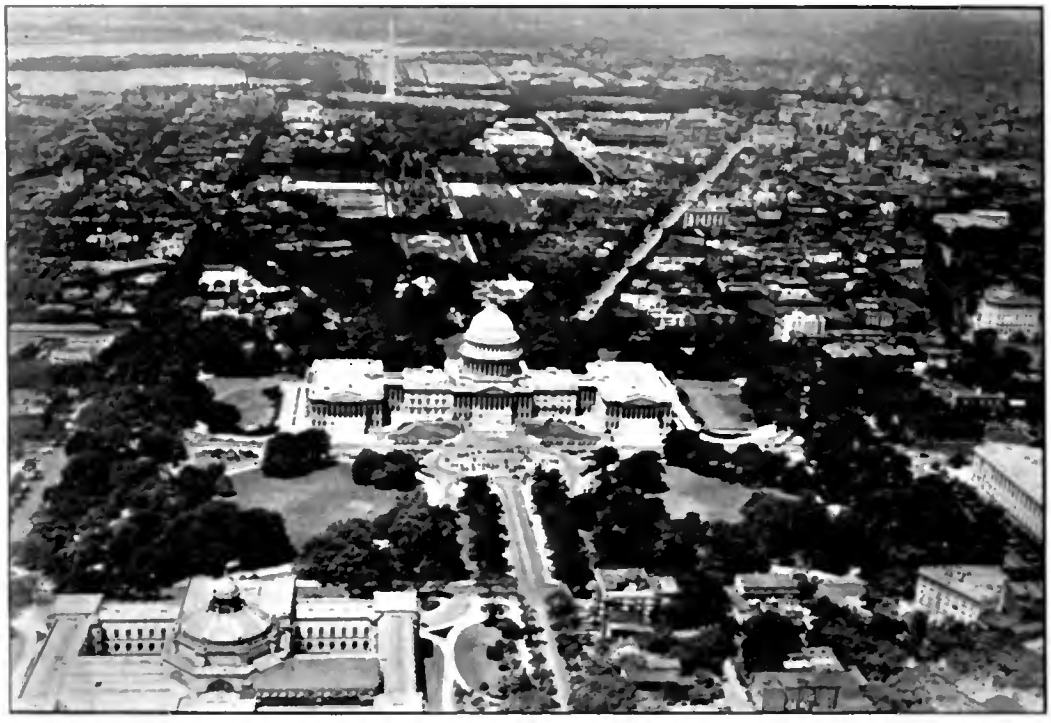

How to provide recreation more adequately for women and girls.

Widening horizons through contact with nature.

Adventure through recreation or crime?

Public camping—national, state, municipal.

Recreation engineering problems.

Recreation that builds home and family life.

What services on hobbies should local recreation departments be prepared to give?

For general sessions and symposium discussions are such topics as: constructive economy in government; recent social trends related to recreation; cooperative service on the part of education-recreation agencies; what can adult education do for abundant living; national government service through recreation; what can the churches do for abundant living.

In addition to the opportunity which the Congress offers for the discussion of vital problems and an exchange of opinions, the fact that the meeting is to be held at Washington will in itself be of interest. Washington is the hub of national life where history is being made. Here are the numerous agencies with national headquarters, such as the National Park Service, the National Education Association, and the National Congress of Parents and Teachers. With these organizations many recreation leaders have had contact. Here also is located the headquarters of the Federal Emergency Relief Administration, responsible for making available funds for work projects in recreation, as well as in other community activities.

The capital city is steadily developing into one of the most beautiful and interesting cities of the world. Washington offers examples of city planning, park construction, water front development, and the organization of playgrounds and community centers worthy of study and emulation. Rock Creek Park, one of the most beautiful recreation areas in the United States, is but a stone's throw from the hotel. Of recreational opportunities there will be many. The city offers twenty-five golf courses, bridle paths, numerous tennis courts, boating and swimming. Opportunity will be given for sight-seeing.

The twentieth Recreation Congress promises to be one of the most interesting and significant gatherings in the history of the recreation movement. It is hoped that all sections of the country will be well represented.

For further information write to Mr. T. E. Rivers, National Recreation Association, 315 Fourth Avenue, New York City.

Leisure Time Activities for Men and Boys

By EDGAR FAUVER, M. D.

At a meeting held on March 17th at the New Britain, Connecticut, Normal School, Dr. Edgar Fauver, Professor of Physical Education at Wesleyan University, stressed the importance of developing interests other than athletic, and presented a strong case for hobbies based on his own experience and leisure time preferences.

THE OLD SAYING, "What is one man's medicine is another man's poison," is quite true in the field of recreation. Athletics fail for all as age advances, and the individual who has failed to develop some hobby other than athletics by means of which he may occupy himself in his leisure time, sooner or later presents a sad picture of one who has failed to prepare himself for the enjoyment of his leisure. And this is true, no matter whether the individual in question is a college professor, an ex-president of the United States, a retired business man, or one who has earned a livelihood by hard physical labor.

One who approaches this subject thoughtfully must do so with a clear appreciation of certain facts; first, the future will probably hold increasingly for each one more leisure time than was enjoyed by his parents or by any other civilized people, and the use of this leisure time will be a determining factor in the life of the individual as well as the nation. In fact, time devoted to leisure, whether this be voluntary or otherwise, will be greater than time devoted to work.

I myself rather suspect that one is justified in feeling that the future progress of civilization will depend more upon how people use their leisure hours than upon the work which they do in their hours of toil. This perhaps has always been the case with all people of all time. "Many a civilization of the past," says L. P. Jacks, "has owed its downfall to untrammeled leisure," and he fears that our own may perish from this cause unless there is education for the right use of it. Probably the Romans illustrate as well as any people what we may expect to happen as the result of the improper use of leisure, for when they ceased to be a laboring nation and grew rich and affluent, Roman civilization came to an end. It was not their wealth which brought this about so much as the way in which they used their leisure.

For most of us, says the gloomy Dean Inge, the right use of leisure is no doubt a harder problem than the right use of our working hours. The soul, he says, is dyed with the color of its leisure thoughts. Otto Kahn, in speaking about leisure, puts it in another way. He says:

"Apart from those lessons which we learn from our daily experience in the routine affairs of our existence, and in our regular occupations, it is not too much to say that our individual development, the very contents of our lives, are largely influenced, if not determined, by the use to which we put that part of our time which is not absorbed by the demands of what government statistics term 'gainful occupation.'"

Educating for Living

If the use of leisure hours is to be an important factor in determining the future progress of our civilization, then it would seem that education should train more for living and less for toil. The individual must somewhere along the educational path gain an interest in some side-line, some hobby, which will be a source of satisfaction to him in his leisure hours in later life, quite distinct from the activities for which he is trained and by means of which he makes his living.

In the past, many schools and institutions of higher learning have been training young people to make a living, but for the great bulk of our population there is less reason for that now than in the past. Of course there are many exceptions, especially among the professions. But it is certain that in these days, after boys and girls are permitted by law to work in factories, they will soon earn as large wages as they will ever earn.

The second fact which should be recognized is that the future is to become a young man's world. Men will retire at an earlier age from life activities than in past years, and must face a life of unemployment and leisure. This period of greatly increased leisure will come at a time of life for most of us when athletic pastimes will not satisfy, and we must turn, regardless of our interests in

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past years, to some other pastimes for our recreation.

In the third place, we who are interested in education must realize that but few boys and girls of those entering the primary school actually go to the high school, and still fewer to college. Preparation for leisure should, therefore, begin down in the lower grades, if we are to fit the majority of our people for the use of leisure.

In the fourth place, not all recreation can possibly be of an athletic nature. For long before the majority of men have reached my age, recreational activities of an athletic nature will be impossible or undesirable, and for those men who are employed, as many of the boys now in grammar school will be employed, in hard manual labor three or four hours a day, recreation of a violent athletic nature will not be needed and will not be advisable.

Before taking up athletics and games as forms of recreation, I wish to present other types of activity which to my mind are of equal, if not greater, importance to the average individual. There are so many of these activities that there is not time to discuss any of them fully, and time to mention only a few of them casually.

Nature Interests

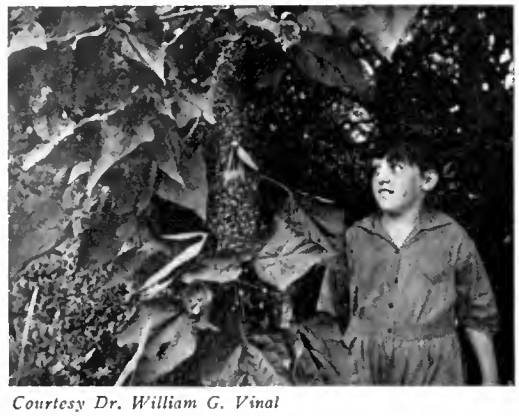
I have been quite impressed by the frequency with which all writers on the subject call attention to an interest in nature and the doing of things with the hands as offering desirable means for the occupation of leisure hours. Among the recreational activities other than athletics I place first of all an interest in the great out-of-doors. Interest in this should be developed at an early age, and it seems very unfortunate to me that anyone living in such a country as New England should fail to gain an appreciation of the beauty of the land in which he lives. I have spent the last thirty summers in a valley amid the mountains of New Hampshire in a boys' camp. In this camp, as at most others, there are specialists in nature who take parties out each day to observe first-hand the trees, plants, birds and rocks. Perhaps no better opportunity

Youth is the time for athletic sports. These activities fail as age advances, and the individual who has failed to develop some hobby other than athletics sooner or later presents the sad picture of one who has neglected to prepare himself for the enjoyment of his leisure.

Photograph by Neotet, Berlin

will ever come to the boy to make a friend of nature than that offered by the summer camp. It is not unusual for a boy to learn to recognize every variety of tree that grows in the neighborhood of camp, as well as a hundred or more plants and flowers. They come to know the common birds, and often receive first-hand information about the formation of the rocks and the hills over which they ramble day after day. They learn to identify the butterflies and moths and beetles of the region, and are taught to set and mount the specimens they secure. They frequently receive instruction about the stars and planets and the other heavenly bodies, and it is not uncommon to hear some of the boys on clear evenings pointing out and arguing about certain ones of the larger stars and star groups. A few months after the close of camp no boy would recall all the names and information about these things, but the net gain in the interest in the out-of-doors and the ability to enjoy it must be considerable and lasting.

On many occasions I have sat with groups of boys about a camp fire on top of a mountain in the gathering darkness after the supper cooked over the same fire had been eaten, when the stars came out one by one and seemed much closer and more friendly than in the city, when the winding road three thousand feet below in the valley gradually faded out and the lights in the distant farm houses began to twinkle, when the rose and lavender on lake and mountain changed to meet the approach of night—and I have noticed that the most obstreperous boy became silent and thoughtful, and I have wondered if perhaps they felt something of awe of the heavens above and the earth beneath. It has seemed to me on such occasions that there has come to each some notion that God was in his Heaven, some notion of some power greater than anything yet experienced, which was responsible for it all, and a love for nature which will be lifelong.



Courtesy Dr. William G. Vinal

Nature interests developed in youth make for a happy use of leisure in later life.

Only last summer a counselor who was with me at camp began to take an interest in nature. He had been a grand athlete in his day, playing football, baseball and basketball. Sauntering into our so-called nature lodge at the camp one day, he became interested in the collections of moths and butterflies, flowers and plants, which small boys of the camp were making. The infection took. It was interesting to see the growth of the interest of this counselor, this hardy athlete, in moths and butterflies. It was not long before he, too, was out with a net attached to a long pole, chasing butterflies, and he, too, was spending his evenings with a pail of decayed apples and vinegar, smearing it on the trunks of trees and later turning his flashlight on it in the hope that he would discover some moth of rare vintage and capture it. I question whether this man, a Phi Beta Kappa and an athlete and a second year law student, ever had gained such a thrill from anything as that which he experienced when he captured a rare specimen of the underwing. This certainly is an activity which so far as this man is concerned will provide him recreation when legal work becomes most absorbing and when athletics are no longer possible.

I trust you will pardon references to my own personal interests. I have been an athlete, with the emphasis on the "has been." I have known the thrill which comes to few of making a home run in the twenty-first inning of a baseball game with three men on bases and the score 6-3 in favor of the opposition. I have known the thrills which come from touchdowns which have won games, and field goals which have tied scores, and I know the delightful sensation of making a final smash of a high lob to win a tennis match. On very rare occasions I have enjoyed the rare delight of propelling a golf ball 250 yards down the fairway and seeing it roll up to the lip of a cup. I have known the pleasure of coaching championship teams in many sports.

Antiques As a Hobby

But a thrill greater than any of these came to me many years ago from quite a different source.

I had completed with my own hands a log cabin for a summer home, and wished to furnish it. One day I stopped in a blacksmith shop on a country hillside in New Hampshire, and there, nestled where it had been for twenty-five years or more, under wagon-wheels and wagon tires and debris of other kinds, I found a beautiful Empire couch of solid mahogany, with beautiful carving on arms and legs. This was the start of an interest in antiques which apparently is to be lifelong. I can think of many occasions quite comparable to the one described above. My mind goes back twenty-five years to the time I found a beautiful Duncan Phyfe couch in the loft over an ice-house attached to a rambling old barn. This was discovered only as the result of the sunlight which, trickling through the cracks of the loft, illuminated a brass claw. I remember yet the pleasure that I experienced in finding a beautiful curly maple chest-on-chest with twenty-seven original brasses in a kitchen in a lonely little house well up in the hills where I had seen it fifteen years previously, and which on the second visit became my own.

"The essential thing in training for athletics as a recreational pastime is not necessarily the development of unusual skill in any sport, but the development of a love for play and for the by-products of play."

If you wish to have a real occupation for leisure hours which is recreational and interesting, buy a piece of antique furniture, dark with the varnish of ages, and with a piece of glass or a scraping tool, remove the varnish, smooth the surface with sandpaper or mineral wood, and then apply a little linseed oil and pumice stone and see the beautiful texture of the mahogany or cherry develop. It may be that turpentine and burnt umber will be your choice, for the piece may be a chest made of old New England white pine. It may be that one leg or an arm of the chair is missing, but there is still good oak and hickory grown out of which reproductions may be made with only a slight skill in the use of a saw and a knife.

I had always wanted to have a butterfly table. Some eight or ten years ago, in an antique store in Portland, Maine, I saw just the one I wanted. The dealer kindly turned out and sold to me reproductions of the four legs, which I brought home in my arms to Middletown. They were of cherry. A summer or two later, some wide cherry board came into my possession, and after some six or seven years of work in such leisure hours as I could find, I reproduced this butterfly table. Not perfect by any means, but more beautiful in my sight than any piece of furniture money could buy. If you really want thrills, become a collector, finisher or maker of antiques. My cellar shop always contains glue, shellac, oil, turpentine and a small collection of clamps. There is always some couch, chair, table, chest of drawers, or a secretary to be repaired and refinished. In my garage are several white pine boards twenty feet long by nearly thirty inches wide. These came from an old house in which Reginald deKoven was born, a house in which Charles Dickens spent several nights and which was used for years as a dormitory for the women of Wesleyan. If my health is spared for another nine years when I shall retire from college life and have leisure, I know what I shall make of these boards.

The Delights of Gardening

That is not my only interest. I should like to invite you to wander with me in my gardens where a few flowers grow—one in Middletown and one in New Hampshire. They are such poor gardens as gardens of the wealthy are pictured, but into these gardens have gone many moments of happiness and honest toil, and from them have come much joy and peace as I have "wandered by rippling brooks, under blue skies, over grassy vested greens, and have learned to love nature and feel her response."

Training for Leisure

Coming now to what was probably intended to be the real subject of this paper, recreational athletics and games, I have three very definite convictions. First, that if we wish to train for leisure, we must cultivate in the individual a love for sport for sport's sake, which is quite distinct from the love of winning. Second, we must train individuals in individual games, rather than in team games, which can be carried on and played long after many of our so-called major sports can be played. And third, I have a very definite feeling, and this is said with no criticism of intercollegiate athletics, that few of our interscholastic and intercollegiate games make any contribution to the individual players in the way of preparing them for leisure hours, yet it is true that every school that maintains varsity teams puts its greatest emphasis on these to the neglect of other activities which have carry-over values.

(Continued on page 259)

Playground Teams from Neighborhood Gangs

By
RICHARD JAMES HURLEY

THE CITY OF LITTLE FALLS, New York, industrial, semi-foreign and well stocked with children, embarked last summer upon its first playground program. The 10,000 inhabitants of the community, as well as the newly organized staff, recognized the potentialities of play and were deeply interested in making the program a success. They were, they felt, starting on a crusade of health and citizenship.

The city had its share of boy gangs, some of them large, some small, and a few delinquent. Back lot diamonds, swimming holes, freight cars, factory windows and side hills had great fascination for them. Groups of boys roamed in quest of adventure—usually of the wrong sort. How to get hold of these gangs and organize them into playground groups was one of our big problems, but we kept at it until twenty-two teams consisting of 325 boys had registered in the Junior League and the terror of the neighborhood grounds had become the "champion" of the nearest playground. Hundreds of other boys and girls, too, used the playgrounds, but the League was the outstanding junior contribution to the program.

As directors and equipment appeared at the six playgrounds nearby, gangs from three to ten in number were not slow in making use of the facilities. But the attendance was not regular and many neighborhoods were not being reached. An Interplayground League was projected to compete in soft ball, volley ball, track and horseshoe pitching. A definite schedule, we decided, would be played in each sport. Ratings would be kept and championships declared. Teams would be placed according to age and skill in an older "A" division and a younger "B" set. Our first move was to make teams of the gangs already on the playgrounds and start our program. The word, we felt sure, would soon spread.

During the first few days we talked with the gangs already in touch with us about the League, took down their membership, age and tentative line-up, and scheduled games. They told us of other gangs, and by the underground telegraph system which boys use, we met and measured each other.

The local paper gave us extensive publicity. Names and more names went into the sport page, and we carried a few clippings from the papers to convince the doubtful. Then when the first games were played, they read of the good playing of "Red" Konik as pitcher, of "Shorty" Laubenstein at short, and Kelly at first. There were official scorekeepers and umpires, and toss for field was formally decided. Yes, the League was serious business, a going concern!

Some of Our Problems

Our greatest problem lay ahead—that of keeping these teams organized. Some did not know how to play well or how to play together and had to be properly coached. "Pep" talks were given, line-ups revised, new players added, trick

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plays taught, and the boys made to feel their importance. A series of reverses might prove fatal and there might be several disasters such as the captain losing his job or the best players joining other teams. Many captains were not the real leaders of the teams but figureheads or compromises. One captain complained that some of his players were forming a new team to replace his. We waited until the rival captain had handed in his line-up, and then brought both groups together and effected a compromise—alternate captains for the games.

On another occasion two captains compromised on a third. The captain ruled his team at the game, but on other occasions we cultivated the leader's loyalty. Groups consisting of several two-or-three-boy gangs were particularly difficult to handle but we scheduled a few easy games when a split seemed near, and the joy of victory carried them forward again.

Another problem lay in preventing defaults which have an unfortunate effect upon the team keeping the appointment. Our remedy, of course, was to keep up the morale of the team and prevent any defaults. Very few occurred and these were covered over by substituting other teams. Morale was constantly being built all along the line. The dignity we gave league activities, the careful and consistent write-ups of games in the paper, and finally the system of rating we used all combined to carry sixteen of the twenty-two teams over the top. Four teams outfitted themselves with special sweaters, thus adding color to the activities.

Our Procedure

We rated each team on the percentage of 1,000. For each of our four sports there was a championship and in addition a total all-round championship based upon the above averages. We gave both ratings so that a team in the cellar in soft ball might through its prowess at horseshoe pitching find itself standing well up in the total score. Another reason for doing this was to encourage the interest of those boys who could not play any one sport well but could shine in others such as track and field or horseshoe pitching. Some teams had as many as sixteen members with players specializing in particular sports. Ratings were frequently published and a few of the captains, I think, memorized them. When the ratings were challenged a check back through score cards convinced the doubting team that there had been no favoritism.

At the grand "bust-up" on Labor Day the various champions faced a team picked from the remaining players who had gone through strict competition—this being something of a consolation prize. All the good players were thus honored and everybody was happy. On this day 142 of the 325 players received a diamond shaped piece of red felt on which was stenciled a white "L. F."—the League letter given at the recommendation of the captains to all who had played in 50 per cent of the team's games or had won first place in track. And the eighteen-year-olds were

(Continued on page 260)

Boys will always play baseball, and it is the responsiblity of every community of the land to provide the places in which they may play safely.

"HEY, GIT BACK FURDER INTO DE OUT-FIELD!"

Space Requirements for the Children's Playground

(Part One)

Courtesy Miami Beach Recreation Department

Soccer is one of the sports which provides the big muscle activity so essential to the child's growth.

THE OPPORTUNITY which play affords for the free expression and development of the child's life has long been recognized by thoughtful educators. Its possibilities for character education are becoming increasingly accepted. "Big muscle activity stimulates growth and for the growing child is absolutely essential."[1] The value of athletic games and sports in the growth and development of the vital organs, resulting in improved health and increased vigor, is to a large measure responsible for their widespread emphasis in physical education programs. The importance of developing in children fundamental game skills and interests in the arts and crafts makes the play-motivated projects of these types in playground programs of special significance.

The Children's Playground

Before attempting to determine space standards for the children's playground a clear definition of terminology is essential. In this statement, and in accordance with a widely accepted definition of the term, the *children's playground* is understood to mean an outdoor area which provides opportunities for children, primarily between the ages of five and fifteen, to take part in a variety of fundamental and enjoyable play activities. Where, due to space or other limitations, a playground area serves only children up to 10 or 11 years of age, it is variously known as a *small children's playground, junior playground* or *primary playground*. Such an area differs widely from the standard *children's playground* in space requirements and in the facilities provided. The *neighborhood playfield,* another type of play area, differs from the children's playground in that it is intended primarily for the use of young people and adults although it generally provides a section for the play of children. The *athletic field,* a type which in some respects resembles the neighborhood playfield, is used almost exclusively by young people and adults for highly organized games and sports, and seldom provides any facilities for children. The term children's playground is often loosely applied to such areas as a small school yard used for physical education or play, to the section of a park in which some playground apparatus has been erected or to a vacant lot used for children's play. It is obvious, however, that such areas do not fully meet the requirements of the children's playground. The following statement contains a discussion of the space requirements and facilities of the children's playground and also of the junior or primary playground. The neighborhood playfield and the athletic field, which are not primarily children's play areas, are not considered here.

As a rule the children's playground is at one of the following locations: (1) a special area developed for this particular use; (2) at or adjoining an elementary or grade school site; (3) in a neighborhood or large park; (4) in a neighborhood playfield. Due to a lack of adequate planning there are many neighbor-

This statement was prepared by George D. Butler of the staff of the National Recreation Association, after consultation with Lee F. Hanmer and Clarence Arthur Perry of the Department of Recreation, Russell Sage Foundation, who developed the play space standards included in the reports of the Regional Plan of New York and Environs.

1. Health Education, a report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, 1924.

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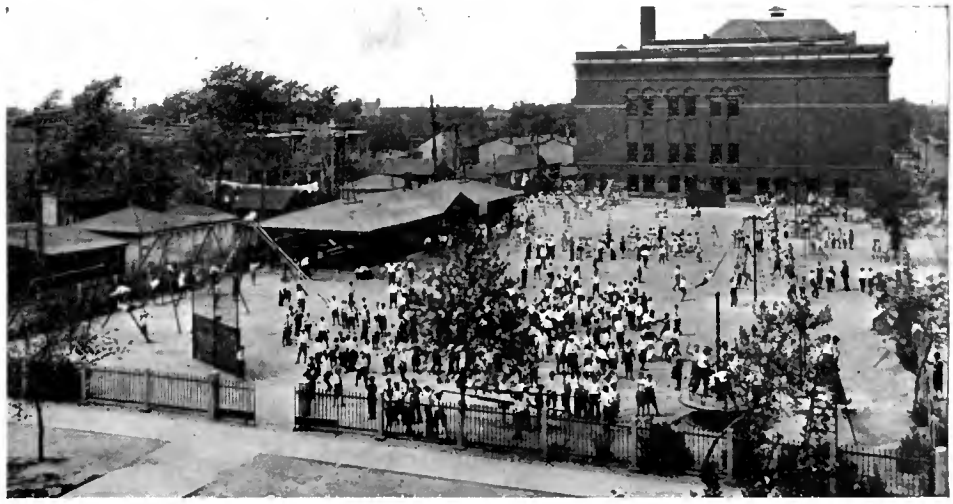
hoods which have no children's playground. Others have two or more children's play areas, often small and inadequate. Satisfactory provision for children's play demands that each neighborhood served by an elementary school should have a children's playground. If the definition of the children's playground as stated above is accepted, it follows that the ages, needs and interests of the children to be served by the playground are essentially the same and that approximately the same game areas and facilities should be provided, regardless of the place at which it is located or of the authority which administers it.

Since the playground is intended to serve primarily children of the same ages as are served by the elementary or grammar school, and since it is desirable that a school and a playground be situated within easy walking distance of each home, the increasing tendency for children's playgrounds to be located at or adjoining elementary school sites seems a logical one. In purchasing sites for new schools, school authorities are increasingly acquiring areas large enough to serve not only school but also neighborhood playground needs. In many instances where existing school sites have been inadequate, school or city authorities have acquired adjoining or nearby property for playground purposes. In several instances schools have been located near existing parks with playground facilities and areas which have been made available for school as well as community use. Regardless of who owns or controls the property, the children's playground should be made available at all times, under reasonable regulations, for the play of children within the age group it is intended primarily to serve. It should afford a wide range of opportunities for taking part in the play activities essential to the children's growth and development.

In some cities the park playgrounds and school play areas have been acquired and developed with little or no relation to each other or to the total play needs of the children in the neighborhoods in which they are located. Park playgrounds as a rule differ widely from school playgrounds in general layout and development, apparatus, facilities, space, beautification and topography. As a result there is a rather widespread notion that school playgrounds should provide certain facilities, park playgrounds different opportunities, and that the special municipal playground should make possible still other and perhaps wider types of game courts and equipment.

Seldom does either the existing park or school playground meet fully the play needs of the children in its neighborhood and often both combined fail to do so. On the other hand, the cost of acquiring, equipping and maintaining two or more playgrounds which serve the same group of children is likely to be much greater than if one adequate playground is provided. Because of this fact and because the total play needs of the children in any neighborhood should be given primary consideration in providing playgrounds, distinctions as to types of children's play areas are disappearing. Increasingly park, school, recreation, city planning and other municipal authorities, recognizing more clearly than before that they have a common problem in helping make available to children opportunities for a well-rounded play life, are working together to provide an adequate children's playground in each neighborhood. Obviously no standardized size, arrangement, equipment or development of the playground is either possible or desirable because of varying conditions and needs in each neighborhood. However, if the play needs of the children are to be adequately served and if duplication of areas and costs is to be avoided, the children's playground as previously defined must provide spaces, facilities and equipment which will serve all the various play needs of the children living in the neighborhood. The primary purpose of this statement is to determine these essential features and their space requirements.

It is necessary to face the fact that in many built-up neighborhoods adequate play space does not exist today, and the likelihood of securing it in the near future seems very slight. Most of these neighborhoods have an elementary school and rarely are these school sites entirely devoid of play space. Where play space is very limited, school and municipal authorities are confronted with the problem of determining how it may be used most effectively. Shall the use of the small play areas be restricted to the young children whose activities require comparatively little space? Or shall all children up to 15 years of age have an equal chance to use them as far as space permits? The fact that the older children are interested primarily in organized games requiring considerable space means that when they are allowed to use a small play area also used by younger children, they either monopolize the space or their play is likely to prove a hazard to the younger ones. The problem of discipline is also



An example of a school playground intensively used. What wonder that the school children of Chicago voted for a large playground!

increased by the wide range of ages on a small area and attendance, especially of the young children, is likely to dwindle. Therefore, it is suggested that where a neighborhood has a small playground, its use be restricted to children up to 10 or 11 years of age. A satisfactory program for this age group may be conducted on a much smaller area than is needed for the same number of children, part of whom are older. An attempt will be made in this statement to determine the minimum size for such a junior or primary playground. It must be recognized, however, that this type of playground, although it may serve the younger age group, does not meet the needs of the 11 to 15 year old children who must be provided for elsewhere.

In cities where the junior high school plan has been adopted and where adequate play facilities are afforded in connection with them, the play needs of some of the 11-15 year-old group are partially met. Even in these cities, however, the 11 and 12 year-old children are in the elementary schools. Furthermore in a majority of communities the elementary or grade school serves children through the eighth grade, or through 14 years of age. Even in cities having junior high schools the service radius is so great that many of the 7th and 8th grade children will be dependent upon play resources in the neighborhoods where they live, especially for week-end and vacation play, rather than upon the junior high school facilities which are so far from their home. Therefore, in most instances the neighborhood children's playground is the area which must supply the play opportunities for the 11-15 year-old group as well as for the younger children.

Another factor to be considered is the increasing tendency during recent years for the playground to be used as a neighborhood center by young people and adults, especially evenings and week-ends. This tendency is encouraged in many cities, and it seems likely that playgrounds will increasingly become centers for family and neighborhood play. The possible use of a playground by young people and adults naturally affects the space requirements even though it may not change to any degree the types of areas or facilities to be provided. It is obvious that the number of persons using the playground at one time will be larger than if children alone were cared for. Some of the game courts will also require more space in order that young people and adults may use them to advantage.

Still another factor which must be considered is the necessity of providing in the playground for the children of pre-school age. In many neighborhoods of single family houses, each with a back yard, it is unlikely that much special provision will be needed for this age group, since most parents desire to keep their toddlers at home. In congested or apartment districts, however, if safe outdoor play opportunities are to be made available for children of pre-school age, it is sometimes necessary that they be afforded on the children's playground. Special areas and facilities are needed if this group is to be served.

How Large Should the Playground Be?

"How large should the playground be?" This question is often asked and the answers are generally indefinite or suggest widely different sizes. Various attempts have been made by playground,

school, park, city planning authorities and others to determine playground space requirements and facilities. The problem has been approached from several different points of view. School authorities, in considering elementary school play areas, have had in mind primarily the fundamental requirements of the physical education program. Others have thought of the playground essentially as a place for the children to play, and have emphasized the element of fun and enjoyment. Still others have recognized the importance of activities having educational value, other than the athletic or big-muscle type, such as the arts and crafts, manual, dramatic and music activities. A very important feature of playground design, more frequently and amply provided in park than in school playground areas, is beauty.

It is obvious that the number of children to be served by a playground will influence the total amount of space and the amount of equipment needed. On the other hand, the essential play needs of even a small number of children require a certain minimum number and variety of equipment and game spaces. For example, if the playground is to afford an opportunity to play playground baseball a field for this game must be provided regardless of the total number of children to be served. Naturally, with substantially larger numbers of children to be served the amount of equipment, apparatus and game areas will need to be increased. For purposes of this statement, normal urban or surburban conditions are assumed in attempting to determine standards. Rural or small, sparsely settled communities provide conditions requiring special study, as do also the highly congested tenement or apartment districts found in some of our largest cities. Since most children do not walk more than a quarter of a mile to reach a playground, it is generally agreed by recreation leaders and city planners that there should be a playground within a quarter to a half mile of each child's home, depending upon density of population, traffic conditions and other factors. It may be assumed that where the population is dense playgrounds should be provided at more frequent intervals than in neighborhoods composed of single family houses. Therefore it is possible to indicate a general standard of space requirements for children's playgrounds which will apply to the usual urban conditions. Where a playground *must* serve an unusually large number of children, this fact must be taken into consideration in determining the size necessary to provide for their play needs.

A reasonable basis for determining a satisfactory answer to the question "How large should the playground be?" would seem to involve a study of the various play needs and interests of children and the space required in order that they may be adequately provided for. In

The amount of space required for the various play needs and interests of children must determine the playground's size.

Courtesy City Housing Corporation, New York

the following pages an attempt is made to answer the question, and the conclusion is reached that between 3½ and 4 acres are required in order to provide the spaces and facilities considered necessary for an adequate playground program for children 5 to 15 years of age. In arriving at this standard the following requirements, all of which are essential, have been taken into account: (1) Physical activities and team games commonly included in and recognized as essential to school physical education and playground programs; (2) Spaces and facilities required for these activities both during the regular school session and in after-school, noon hour and vacation periods; (3) Other play interests and activities—manual, music, dramatic, nature and craft; (4) Free play activities such as group games, swinging, wading, which the children enjoy apart from their educational or health values; (5) Playground beautification; (6) Space for free circulation, paths and safety zones.

Any area which is intended to serve as a children's playground should meet all these requirements, and a fair consideration of them is believed to afford a sound basis for determining a space standard. If provision needs to be made for the pre-school children, or if any considerable use of the playground by young people and adults is contemplated, these two additional factors must be considered.

Physical Educational Requirements

School physical education leaders have given a great deal of study to the activities and facilities which provide the best opportunities for bodily growth and development among boys and girls. Educators are in fair agreement as to the validity of these requirements and in many cities have gone far toward meeting them. Therefore, since athletic games, stunts on the apparatus, and other play-motivated physical education activities comprise an important part of the playground program, whether at school or elsewhere, the standards worked out by playground and physical education authorities will be used as a starting point in determining playground space standards. The requirements for an adequate physical education program, rather generally agreed upon by leaders in this field, are listed in the manuals issued by many State Education Departments. These manuals will be used as a basis for listing the essential features.

Physical education programs and requirements for elementary schools are generally designed for either six or eight grades. Even though a majority of cities are using the 8-grade system, the junior high school, following a 6-grade elementary unit, has been widely adopted. Therefore, separate requirements have been worked out for each type of elementary school. In attempting to determine a space standard an enrollment of 600 has been assumed. * This is greater than that of many schools, but in view of the tendency to build larger units and of the fact that leading school administrators recommend a much larger unit for effective operation, this enrollment may be considered as a fair average. With an understanding of the basis for determining requirements it is possible to calculate how much more or less space will be required for schools of different sizes.

Playground Apparatus

Playground apparatus is recognized as having great value in the muscular development of children and is almost universally recommended as essential in the physical education and play program. According to the California physical education manual,[2] elementary school playgrounds should be provided with the following equipment.

Equipment	*Minimum Area Required for Installation*	*Recommended for Grades*
Safety climbing tree	10′ x 10′ = 100 sq. ft.	k, 1, 2
Safety platform slide	15′ x 30′ = 450 sq. ft.	1, 2, 3
Horizontal bars (graduated)	20′ x 25′ = 500 sq. ft. (low)	k, 1, 2, 3
(Installed in sets of three)	(Int-high)	4, 5, 6, 7, 8, 9
Parazontal Bars	20′ x 30′ = 600 sq. ft.	4, 5, 6, 7, 8
Horizontal Ladders (2)	15′ x 25′ = 375 sq. ft. (low)	3, 4, 5
	375 sq. ft. (high)	6, 7, 8
Stationary travel rings	25′ x 25′ = 625 sq. ft.	3, 4, 5, 6, 7, 8
Giant Stride	35′ x 35′ = 1,225 sq. ft.	4, 5, 6, 7, 8
Junglegym (junior)	15′ x 12′ = 180 sq. ft.	All grades

* A study made by the National Education Association of 211 elementary school sites purchased from 1920-1926 in 95 cities showed that the medium group, on the basis of the number of pupils to be accommodated in the buildings to be erected on the sites, was 500 to 599 pupils.[3]

2. Neilson and Van Hagen, Manual of Physical Education Activities for Elementary Schools, p. 63. Sacramento, California; State Printing Office, 1929.

3. See Englehardt and Englehardt, Planning School Building Programs, p. 130. New York, Bureau of Publications, Teachers College, 1930.

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The total space required for this equipment intended to serve a school of eight grades is 4,430 square feet. Schools having only six grades do not need the high horizontal ladder which requires 375 square feet. On the other hand, a 6-grade school with the same enrollment might need an additional slide or climbing device since there will be a larger number of young children. Other physical education authorities might vary this list but the space requirements would not differ widely. The parazontal bars are not commonly used but other items not included in the list, such as the balance beam, climbing poles, ropes or ladders are frequently installed. There can be little question that between 4,000 and 5,000 square feet are needed for the apparatus section.

Areas and Facilities for Games and Sports

The major essential in the physical education program is space for games, relays and athletic activities. These include a great variety, ranging from the simple circle and running games of primary grade children to the highly organized sports of the eighth graders, and from the individual stunts and events to the team games. Medical authorities testify as to the value of athletic games and sports in the growth and development of the vital organs and their stimulus to improved health and vigor. In order that the children may have an opportunity to participate regularly in these activities essential to health and development, ample and suitable spaces are necessary.

Two considerations are important — that sufficient open space be available to permit the children enrolled in the school to participate on a scheduled basis, and that the various areas needed for essential games requiring special equipment or surfacing also be provided. In view of the wide range of games and activities it is to be expected that opinions will differ as to just which are essential or of major importance. Educational and medical authorities agree, however, as indicated in the report previously referred to, that of the various types of physical education activities "games and sports and athletics afford the best type of exercise both in respect to physiological effects, and to the possibility of a constructive contribution to the formation of social qualities desirable in a democracy."

One difficulty arising in an attempt to draw up space standards is due to the lack of uniformity in practice or theory as to the scheduling of instructional or play periods. Studies conducted by the U. S. Office of Education [4] reveal the fact that in the majority of cities of 30,000 and over elementary schools have five weekly periods of physical education, and in cities from 10,000 to 30,000 an average of four weekly periods. Except in larger cities with a special physical education staff, where classes are conducted on a stagger plan, the physical education period is generally in the morning; it is conducted by the classroom teachers and from two to four grades are out-of-doors at one time. Brief afternoon play periods are being introduced to an increasing extent according to reports, but they do not affect the space requirements for the morning periods.

The proposed physical education facilities for 6-grade schools are based on the assumption that there are three physical education periods during which two grades are using the playground; grades 1 and 2, 3 and 4, and 5 and 6 being on the ground at different times. In the case of the 8-grade school, three peri-

4. Marie M. Ready, Physical Education in City Public Schools, Physical Education Series, No. 10, Office of Education, Department of the Interior, Washington, D. C., Government Printing Office, 1929.

Courtesy: Playground Department, Newton, Mass

Important as are the big-muscle type of activities, there are many other play needs and interests which are of major importance.

ods are also assumed, with the following grades using the playground at one time: 1-3, 4-6, 7 and 8. Since this schedule provides for smaller numbers of children on the playground at one time than is often the case when three or four grades have their physical education period together the space requirements determined on this basis may be considered as conservative. The play areas listed below are needed for the use of the three groups in the 6-grade and in the 8-grade schools. A small space is allotted for the exclusive use of the kindergarten children. Space required for apparatus has previously been determined. Throughout the following statements the space requirements include not only the area actually occupied by the facilities and game courts but also sufficient space around them to assure safety in their use. The activities listed are selected from those most frequently recommended in state physical education manuals and they are also among those most popular on municipal playgrounds.

Space Requirements for Physical Education in 6-Grade Elementary School of 600 Pupils

Group Served		*Facility or Area*	*Dimensions*	*Sq. Ft. Required*
Kindergarten (2 rooms—60 children)		Level area for circle and running games	40′x40′	1,600
1st and 2nd Grades (6 rooms—190 children)		Apparatus area (1 room)		4,430
		Open space for rhythmic and hunting games such as Looby Lou, The Farmer in the Dell, Brownies and Fairies, Squirrels in Trees, Midnight, etc. (5 rooms).	40′x50′ (average) for each of the 5 groups	10,000
3rd and 4th Grades (5 rooms—180 children)		Apparatus area (1 room)		4,430
		Open space for games and relays such as Dodge Ball, Long Ball, Gathering Sticks, Jump, Jim Crow, etc. (4 rooms)	50′x60′ (average) for each of 4 groups	12,000
5th and 6th Grades (5 rooms—170 children) (85 boys—85 girls)	*Boys*	Playground Baseball (20 boys)	120′x120′	14,400
		Simplified Soccer (24 boys)	100′x150′	15,000
		Volley Ball (20 boys)	40′x70′	2,800
		High Jump (10 boys)	20′x30′	600
		Broad Jump (10 boys)	10′x60′	600
	Girls	Basketball (20 girls)	50′x75′	3,750
		Field Ball (22 girls)	100′x180′	18,000
		Captain Ball (18 girls)	40′x60′	2,400
		Long Ball (24 girls)	50′x80′	4,000
		Total for 5th and 6th grades		61,550

Since fairly open spaces are needed for the first, second, third and fourth grade children, it is assumed that under a schedule they can use the same areas as are required for the fifth and sixth grade groups. Therefore, the total space required for the physical education activities of the boys and girls in these last two grades, 61,550 square feet, will be sufficient for the school needs, as far as the regular school program is concerned. The only additional spaces required are the apparatus area of 4,430 square feet and the small area, 1,600 square feet set aside exclusively for kindergarten use. Therefore, the minimum requirements for the school

Handcraft and other forms of constructive play are among the non-physical activities which help build a well-balanced program.

Courtesy Board of Recreation, East Orange, N. J.

physical education program in a 6-grade elementary school of 600 pupils may be considered as met if a total of 67,580 square feet, or slightly more than 1.5 acres, are provided.

Space Requirements for Physical Education in an 8-Grade Elementary School of 600 Pupils

A comparable table of requirements for an 8-grade school follows:

Group Served		*Facility or Area*	*Dimensions*	*Sq. Ft Required*
Kindergarten (2 rooms or periods—40 children)		Level area for circle and running games	30'x40'	1,200
1st, 2nd and 3rd grades (6 rooms—235 children)		Apparatus area (1 room)		4,430
		Open space for rhythmic and hunting games and relays (5 rooms)	50'x50' (aver.) for each of the 5 groups	12,500
4th, 5th and 6th grades (6 rooms—210 children)		Apparatus area (1 room)		4,430
		Open space for game or relay (1 room)	50'x60'	3,000
	Boys	Simplified soccer (22 boys)	100'x150'	15,000
		Volley ball (20 boys)	40'x70'	2,800
		High Jump (10 boys)	20'x30'	600
		Broad Jump (10 boys)	10'x60'	600
	Girls	Playground baseball (20 girls)	120'x120'	14,400
		9 court basketball (24 girls)	50'x75'	3,750
		Relays (26 girls)	50'x60'	3,000
		Total space for games—grades 4—6		43,150
7th and 8th grades (3 rooms—115 children)	*Boys*	Soccer (22 boys)	150'x240'	36,000
		Playground baseball (20 boys)	150'x150'	22,500
		Jumping pits (14 boys)	20'x30'—10'x60'	1,200
	Girls	Playground baseball (20 girls)	125'x125'	15,625
		Volley ball (18 girls)	40'x70'	2,800
		9 court basketball (20 girls)	50'x75'	3,750
		Total space for games—grades 7 and 8		81,875

As in the case of the 6-grade school, the younger children can use the same spaces as the older ones do for their games. Therefore, the minimum space which will serve the needs of the 8-grade school under scheduled use is that required for the seventh and eighth grade children—81,875 square feet — plus the apparatus area of 4,430 square feet and the kindergarten area of 1,200 square feet. This total of 87,505 square feet, or two acres, may be considered as the minimum essential for the physical education program in an 8-grade school with an enrollment of 600 pupils. It is approximately 20,000 square feet—nearly one-half an acre or 30 per cent more than is needed in a 6-grade school of the same size. This illustrates the very important factor that the older boys and girls require a much greater amount of play space for their games than do the younger children. Playgrounds must be larger if they are to serve the needs and appeal to the interest of the thirteen and fourteen year old boys and girls. Since the children's playground is intended to serve this older group and will be used by it after school and especially during vacation periods, from the point of view of *playground* space standards it may be assumed that the larger area, namely, 87,505 square feet, is the minimum essential for games and other big-muscle activities. Even this area does not provide for baseball which is so popular with 11-15 year old boys.

Requirements Applicable to All Children's Playgrounds

Since many children's playgrounds are located in parks, playfields or at other properties acquired expressly for the purpose, it is necessary to inquire whether all of the requirements of the physical education use of school play areas apply equally to them. A study of these requirements reveals the fact that they are based essentially upon the children's interests and needs and that they apply to all children's playground areas. On a few playgrounds in neighborhoods of single family houses it may not be necessary to provide a small area for the exclusive use of children under six, although this is generally advisable. One or two of the types of apparatus previously mentioned might be omitted from a park playground, although the others are in the list of minimum standard apparatus recommended in a

report of a committee of seventeen leading recreation executives.[5] The games, which require most of the space, are played by large numbers of children on all types of playgrounds. It is, therefore, apparent that these space requirements will need to be included in determining standards for the children's playground.

Courtesy San Francisco Recreation Commission

Volley ball has come to assume a high degree of popularity among playground sports.

Use During Non-School Periods

Thus far it has been assumed that the school ground will not be used at any one time by the children of more than three grades and that this use will be regulated and "staggered" as a part of the school program. There are many times, however, such as before school, during the noon hour and after school, when a good number of the children from all the grades will be on the school ground. Many school systems are conducting after-school play and athletic programs reaching large numbers of pupils of varying ages. This situation and the resulting requirements for active play are not essentially different from those on a playground in a park or at a special site after school, week-ends or during vacation periods. There is little question that the spaces and courts allotted to the older boys and girls in the previous discussion will be needed for after-school play; in fact, there are many school grounds which have a larger number of such facilities. Even in the case of the 6-grade school, the 13 and 14 year-old children who live in the neighborhood and who attend junior high school will be likely to use the children's playground near their homes after school and especially week-ends and during vacation. Since the older children will and should use these facilities, additional space will be required for the younger children who will be on the playground at the same time. In order to permit them to take part in the various games, stunts and relays that appeal to this 6-10 year old group and many of which require considerable space, an additional open area at least 100 feet square, or comprising 10,000 square feet, will need to be allotted for their use.

Additional Playground Requirements

Heretofore, the discussion has centered about the requirements for physical education activities. There are many other factors, however, which must be considered in determining standards for the children's playground, because organized or group games and apparatus play comprise only a part of the program on the well managed playground. The needs and interests of children will continue to provide the basis for determining essential areas and facilities, independent of whether the playground is located at a school, park or elsewhere.

Provision for Other Types of Activities

Important as are the big-muscle types of activities, educational and recreational leaders agree that other play needs and interests of children are also of major importance. In any well balanced playground program provision must be made for various forms of manual activities such as handcraft and constructive play. Opportunities for water play and for quiet games during the heat of the day must not be neglected. Space and facilities are required for them as well as for music and dramatic activities and nature study, all of which are important in the play life of the child. At playgrounds operated in connection with schools it is often possible to carry on some of these activities inside the building; in general, however, it is desirable that they be carried on out-of-doors, preferably in a shaded area. The following additional facilities and their space requirements are suggested to care for these needs. They are recognized as common playground features.

5. Report of Committee on Standards in Playground Apparatus, New York, National Recreation Association, 1931.

Facility	Sq. Ft. Required
Sand Boxes (1 for young children) (1 for older children)	600
Building block platform (10x15)	400
Handcraft and quiet game area, equipped with tables and benches	1,600 to 2,500
Outdoor theater for music, drama, folk dancing and storytelling	2,000
Wading pool	3,000 to 4,000
Total	7,600 to 9,500

Important as it is that the playground should serve the various educational and developmental needs of the children, it should also provide wholesome fun and delight for them. Most of the activities already mentioned are enjoyable if opportunity to take part in them is available under competent leaders. It is also true that most of the following activities which appeal strongly to children have definite educational or health values. If the playground is to have the maximum drawing power and really give the greatest possible joy to large numbers of children, the following equipment, long considered standard playground features, must be added. The apparatus is all included in the list recommended by the Apparatus Standards Committee previously referred to.[5]

Apparatus	Sq. Ft. Required
Low Slide	170
4 Swings (8' high)	600
6 Swings (12' high)	1,500
Balance Beam	100
See-saws (3 or 4)	400
Junglegym (medium)	500
Total	3,270

Additional Game Courts and Facilities

No discussion of playground standards would be adequate that failed to consider several types of game facilities which were not included in the previous physical education list but which are commonly and increasingly found on school and other playgrounds. Among them are handball, paddle tennis, horseshoes, tether tennis and tennis. They are games which are popular with large numbers, have considerable physical and recreational value, and although not entirely essential are very desirable. Paddle tennis may be played on a level area used for other activities, but if the other games listed are to be played, additional space must be provided. Horseshoe pitching is a game with a strong appeal and it requires little space; tether tennis is less well known, but handball is exceedingly popular. In one city the elementary school standard provides for eight single handball courts for boys of the fourth to sixth grades and two courts for girls of the same grades. Tennis is not universally accepted as an essential game for the children's playground but it is being provided to an increasing extent and is especially advisable when the playground is to be open to young people and adults. A 100-yard straight-away for running events is also of value, especially for badge test events. If these various games are to be played, the following additional space will be needed:

Facilities	Sq. Ft. Required
Paddle tennis (2 courts—30'x60')	3,600
Handball (2 courts—30'x35')	2,100
Tether tennis (2 courts—20'x20')	800
Horseshoes (2 courts—12'x50')	1,200
Tennis (2 courts—55'x120')	13,200
Straightaway (20'x360')	7,200
Total	28,100

Shelter House

There should be available to every playground a building affording toilet facilities, space for storing supplies, office for director and a room or porch providing shelter in case of sudden rain. These facilities are generally provided in the school building in the case of playgrounds at or adjoining school sites. Large park buildings sometimes make it unnecessary to erect shelters on park playgrounds. On most non-school playgrounds it is essential to erect such a building, and the space needed for it must be allowed in determining a standard. It is estimated that 2,500 square feet will be adequate for the playground shelter.

Landscaping the Playground

Before a listing of the standard requirements is complete, provision for beauty must be included. Environment exerts a powerful influence over the child, and it is possible and important to provide an attractive landscape setting for the play program. Reports of studies have revealed that playgrounds laid out attractively draw more children and from a greater distance than unattractive playgrounds. Trees not only contribute beauty but afford shade which is desirable in the apparatus area, the outdoor theater, the handcraft and quiet games section, and the corner set aside for the youngest children. Boundary fences with a border planted in grass, shrubs, vines or trees, preferably outside the fence where the playground lies along the street, add to the safety and beauty of the play area. A minimum of 6,000 square feet and preferably 10,000 square feet may be estimated as essential for this purpose.

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Municipal Recreation Programs and Enforced Leisure

By V. K. BROWN
Superintendent, Playgrounds and Sports
Chicago South Park Commission

The "art of living." Are we fostering it through the public recreation program? Here is a real challenge to us. "That recreation department which conceives its mission in terms of a half dozen games, a dance or two, some community singing and a dramatic club suffering from anaemia, is tossing a feather to suffering society."

LEISURE becomes of major significance when it connotes the idle half of life. People are thinking of leisure now because it is coming to mean about half of life, perhaps the most important half of life, and we feel that our old answers to the problem of the idle hour no longer fit.

The things we do in our leisure are, briefly, whatever we do uncompelled. They are no more limited to sport than to study, to amusement than to research, to play than to art. In its essence, municipal recreation is tax-supported facility for, or personal aid toward, those chosen ends or goals which people seek in investing their leisure.

Our customary thinking, like our experience, is conditioned by a life span spent in a phase of history in which, gloss it over as we may, Getting has been the mainspring motive, rather than Being, Doing, Knowing, or even Discovering. The economic career has afforded more than a living, it has constituted a life,—offering freedom of action, combat, adventure, achievement, reward. With a planned economy a career enters a new phase. If business is to be mechanical by regulation, its scope limited and directed, is life longer going to be lived mainly on its economic level?

Under a planned economy aren't we likely to see the passing of the commercial era, life-seeking freedom and adventure on other levels, to escape regimentation? Will popular heroes be men of business, poured into the mould of conformity, or the Lindberghs and the Admiral Byrds? If now we are, in fact, moving toward piling measure of control on top of measure of control, must we not concurrently develop outlets into which man's energies, his protest against restriction, his escape into freedom, may flow to satisfying realization, since about our deepest craving is that we be individuals in a free society, rather than atoms in an integrated cosmos?

Human society *has* pursued other ends than gain, holding to other standards than possession; history is replete with the names of poets and philosophers, artists, prophets, explorers, but of how many captains of industry?

Isn't it possible that the foundation for the artificiality we have been deploring in our life in recent years may have been the abnormality of a life in pursuit of possessions, rather than a life concerned with the art of living? Haven't the wisest among men insisted all along that satisfaction for our deepest cravings was to be found in thoughts, not in things; in culture, not in wealth? If so, possibly we will tune life more closely to the wave lengths the Creator endowed us with, if we adjust the dials to different receptivities than those which have produced such static in our recent fixations.

The Challenge

There is the challenge to this new era we are approaching, a challenge not of little states, but of worlds unlimited to be conquered, a challenge which brings us reverently to question whether God may not have chosen this moment to set men free from labor to do the things toward which the ages have been slowly moving.

And that challenge is borne with peculiarly arresting directness to those who deal in public recreation. Municipal recreation service

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meets its patron only when he steps out of compulsion into freedom of his leisure hours; it contacts him only when he is aglow with enthusiasms. That is where it differs from most public services,—our fortunate difference, but one which adds immeasurably to our responsibilities.

A group to pursue some common purpose gets together; certain members prove quicker at solving problems, and they get into the way of referring difficulties to those persons; gradually latent abilities evolve until presently the group is operating under its own self-generated leadership. We are coming to think that such practical leadership is possibly the best sort, trained by doing, as the educators have it.

One of the compensations for the depression in municipal recreation is that reduced budgets have forced us to experiment in multiplying the effectiveness of a limited staff, where a professional instructor cannot be provided for every interest the public may develop. It has resulted in making us wonder whether our real function may not come to be that of enabling enthusiasts to discover each other, help them organize, cite to them the sources of help in the libraries and lore of their subject, and then force them into the responsibilities of self-government and self-leadership. Community organization for all-inclusive purposes we tried twenty years ago. It failed, probably because our community councils were appalled at the vagueness and vastness of their problem. Organization for specific purposes is succeeding; groups can attack hopefully one purpose at a time, when the reason for their group existence is their common interest in the same problem.

That recreation department which conceives its mission in terms of a half dozen games, a dance or two, some community singing, and a dramatic society suffering from anaemia, is tossing a feather to a drowning society. Such makeshifts served the idle hour, but in this era of the idle half-day, are people going to golf their lives away, or execute fours right and fours left for the remainder of their days? Will we make careers of bridge? We may think some of our friends will, but I doubt it.

Rather, I think, we will turn increasingly to things difficult, and thrilling things with ceiling to them, things which challenge us to the limit of our capacities, and still issue new challenges as those capacities expand through development. Do you know that over in the Planetarium there are on exhibition telescopes made by amateur enthusiasts, representative of over a hundred actually in existence here in our city? The makers ground their own lenses, made their unbelievably accurate assembles, are members of a national organization of amateurs nightly searching the skies, and through systematized observation actually pushing out the frontiers of what is known in the science of astronomy.

A Satisfying Use of Leisure

That is an example, I think, of a satisfying use of leisure. And the leisure program must afford everyone opportunity to do the thing he likes to do, providing, too, for social recognition of the worth of what is done. It must canvass the whole run of interests, hobbies and avocations. What are those interests?

A brief concluding outline may serve to help think them out in some sort of system. First, there are the intellectual interests,—history, literature, languages, the sciences, with all the discoveries in them, still awaiting research.

In the field of aesthetics there are all the unaccomplished things in the graphic and plastic arts, the still unexplored continents in music, drama, the dance, the pursuit of beauty in architecture, from doll house to cathedral, beauty in dress and interior decoration, needlework, batik, and all the innumerable art crafts.

In physical action there are records still to be established in sports, athletics, and games, perfections of rhythm and achievement yet awaiting mastery.

In creative pursuits there are both new and age-old things still to be done, hardened copper, Tyrian purple, ruby-stained glass to be rediscovered, mechanisms yet to be built, tools designed, processes perfected, inventions devised.

And in altruistic service to one's fellow men, with the passing of a society organized for the purpose of

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"That one agency we call government is seeking through social and economic means the same goal which the churches are seeking through social and spiritual means. If I were asked to state the great objective that state and church are both demanding for the sake of every man, woman and child in this country, I would say that that great objective is a more abundant life."—*Franklin D. Roosevelt.*

German Youth and Work Camps

By MILDRED McGEE

THE YOUTH MOVEMENT, which has played such an important role in Germany since the war, has entered into a new phase of its existence. In the beginning the young people turned to nature and the simple life as an escape from the materialistic world in which they found themselves. Camps and Jugendherbergen (shelters) were started where young people could live and do their cooking together while they hiked or "wandered," to use a German term. These camps were among the first developments of the youth movement.

In 1928, when a call came for relief in the mining districts of Silesia, members of the youth movement volunteered their services and set up the first work camp. Thus the idea of voluntary work service came into existence in Germany.

From 1928 on Germany's political and economic problems became more serious, and once again it was the youth of the country who looked most ardently for a way out of the difficulties. Youth movement groups became mainly political groups. This period of political strife before the national socialistic party came into power represents still another stage in the history of the youth movement.

When the present regime came into power the voluntary work service idea initiated by the youth movement groups was extended for the relief of unemployment. On July 16, 1932, a decree was passed to the effect that all unemployed German students, peasants and workers between the ages of eighteen and twenty-five should volunteer their services for practical work projects for a period of six months. The decree met with immediate response and camps were set up in all parts of Germany for both men and women.

In the camps for men such work is done as the making of roads and parking places, the building of trails and other forestry work. The women sew for the poor, do agricultural work and assist in men's work camps where this is possible. In a few of the men's camps women are included. They are carefully selected and are of a mature type. It is felt that it is desirable to have women in men's camps as their presence improves the general tone of the camps.

The day's program for both men and women is similar.

It is six o'clock in a women's camp. A loud bell startles everyone into action. In five minutes the entire camp is lined up ready for the leader to start gymnastics which usually consist of running a quarter of a mile, a fifteen minute period of formal exercises, followed by marching, the marchers singing as they go. From 7:00 until 7:45 the women are free to dress, make their beds and write letters. At 7:45 the group lines up once more while the leader reads the day's schedule and assigns the work of the day. Then comes breakfast of coffee and rolls.

Work begins at 8:15. There are five work groups.

Outside. Work in gardens and fields

Kitchen. Washing dishes and helping prepare meals

Laundry. Washing and ironing. (When men's camps are in the vicinity, their washing and ironing are done by the women's camp)

Housework. Cleaning living quarters and dining room

Sewing. Mending and making over clothes for the poor

Each group has from five to ten workers depending upon the size of the camp. The women's camp varies in size from twenty-five to sixty young women.

All the workers have a splendid attitude toward the work to be done. The outside work group willingly helps the peasants in their gardens or in the

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Miss McGee and Mr. Smith, whose article appears on the following page, are both graduates of last year's National Recreation School. Last summer Miss McGee went abroad to study at Dr. Carl Diem's School in Germany. Before entering the school she spent a few weeks at a Work Camp. Mr. Smith served during the past summer as assistant recreation director at one of the Western C. C. C. camps.

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At a Civilian Conservation Corps Camp

By KENNETH SMITH
Assistant Recreation Director
Camp Wolverton

Courtesy U. S. Forest Service

In such national forests as this, thousands of young men are finding new opportunities.

CAMP WOLVERTON, high up in Sequoia National Park, with its beautiful natural surroundings, provided the setting where 240 boys from Kentucky have their opportunity to serve as Uncle Sam's woodsmen. With the boys working comparatively few hours a day, a few days a week, the problem of filling the leisure hours has been an important one. How were they to reproduce the recreation facilities to which they were accustomed at home so that they might enjoy familiar sports?

Imagination plus spirit and willingness of adventure overcame difficulties. Athletic fields, play facilities, boxing rings and a little theater were necessarily crude and rustic in appearance, but they very successfully served their purpose.

July 1st saw the dedication of a fine boxing ring, well roped, surfaced with straw and canvas and lighted by oil lanterns hung on the four cornerposts. A regulation playground ball diamond equipped with a home-made backstop was located a short distance from the boxing ring. This open space also served for association football, field hockey, basketball, speed ball and touch football. Volley ball became immediately popular. A croquet court was constructed along with a combination golf putting and bocci ball area, and tether tennis and table tennis equipment were installed. This latter game never failed in popularity. Facilities were provided for quoits, a miniature bowling alley was set up and a basketball hoop was erected close to the center of camp for shooting practice. A large meadow close to the camp was selected for a regulation baseball diamond. Such activities as camp fire programs, music, dramatics, nature classes, stunt nights and discussion groups were initiated.

The camp authorities have built a combination reading room and recreation hall where the boys could play chess, checkers, cards and other quiet games, read magazines, books and papers, and listen to the radio. More than twenty-five different quiet games were continuously in use. Among the games which were most popular were the so-called individual games which require slight equipment, could be played at odd moments, and offer a real challenge to the skill loving player to compete against his own score.

To supplement the funds provided by the gov-

(Continued on page 261)

Indian Conservation Camps

By LOUIS C. SCHROEDER
New York City

Mr. Schroeder, a worker of long experience in physical education and recreation both in the United States and in foreign countries, served as supervisor in charge of Indian Conservation Work, District Number four, covering Arizona and New Mexico. He tells here of the development of the work and of the changes it wrought.

THE SPRING of 1933 found the Indians living on the reservations in the United States in dire need of relief. When on March 31st President Roosevelt signed the Reforestation Act authorizing the expenditure of $90,000,000 for relief measures, a certain amount of this money was allocated to the Indians. Eighty-four million dollars went to the Civilian Conservation Corps and $6,000,000 was appropriated for the Indian Emergency Conservation Work to be administered by the Secretary of the Interior.

The task of organizing and supervising this work for the 15,000 Indians throughout the country who it was estimated would be benefited by it, fell to the lot of the newly appointed Commissioner of Indian Affairs, John Collier. Never in the history of the Bureau of Indian Affairs had such an expenditure been donated for relief measures. Moreover, quick action was necessary as the work was to be completed in six months. Mr. Collier appointed Dr. Jay B. Nash of the School of Education, New York University, as director of the I. E. C. W., and with a number of assistants Dr. Nash undertook the task.

There were two main objectives—one of production, the other of welfare. The I. E. C. W. project was entirely new, and never before had anything been planned which approximated it. The working period of the men was limited to five days weekly or twenty working days per month. The character of the work carried on in District No. 4, covering New Mexico and Arizona, consisted of erosion control, the building of reservoirs and dams, the digging of shallow wells, the development of springs and the building of telephone lines, truck trails up the mountain sides for fire control and barbed wire fences to establish and and define boundary lines. A certain amount of rodent control work was also done as there are sections where the prairie dog is a real menace.

The commissioner, through his long and wide experience, recognized that there was another important phase beside that of production which concerned the welfare of the men after working hours. In order that a high morale might be maintained among the workers it was important that consideration be given to the leisure time of the Indians. The men must be housed and fed under as nearly ideal conditions as possible. A man trained in physical education, recreation and camp management was appointed as camp director to look after the welfare of the campers. Forty permanent camps were established in District No. 4 on the following reservations: Navajo, Pueblo, Zuni, Hopi, Mescalero, Jicarilla, Utes and Hualpai. These camps varied from 30 to 200 men in number.

It was a happy coincidence for the Indian that he was permitted to do the kind of work which appealed to him and which he himself recognized was so badly needed in his own territory of Arizona and New Mexico where the great lack was water. Under the program of work the Indians constructed hundreds of dams, reservoirs, wells and springs. This alone has built up a new hope in the Indian and has given him greater courage to face the future.

Presenting the Plan to the Indians

The task of presenting this new program was no simple one. Needy Indians living in the backwoods were days removed from the agency headquarters. Information had to be gotten to them by word of mouth. Especially was this true

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of the nomadic Navajo tribes, few of whom understand or speak English. The task on the reservations where Chapters were organized was far easier than on those where there were none. Visits were made by the superintendents and the I. E. C. W. supervisors to the well organized Chapter houses, and the plan was presented to them. Men and women with their children traveled great distances on horseback or by wagon to attend these meetings. All information about the governmental relief plans was given to the listeners through Navajo interpreters. The good news was enthusiastically received.

The Camp

The idea of setting up a well-equipped camp where enrolled Indian workers and the officers could be housed on the same plan as were the white men in the C. C. C., was entirely new to the superintendents of the reservations as well as to the Indians. Some objections were raised at first as to the advisability of the plan, but once a model camp was established and in operation the idea was acceptable to both superintendents and Indians.

There were three types of camps — one, the permanent camp presided over by a camp manager and his assistants; the second, the so-called temporary camp where the men looked after themselves, and the third, the family camp where the workers brought their families and lived as they did in their summer "hogans."*

It was the policy that whenever twenty-five or more men were to be engaged at a task for a definite period of time—two or more months—an effort would be made to establish a permanent camp with a camp manager in charge and a cook. The layout of the camp was unlike that of the military camp with its gridiron streets. The I. E. C. W. camps were laid out in the form of a horseshoe with enough space to permit the playing of soft ball games. The center of the space was used for the camp bonfire. The regulation army pyramidal tent was used for living quarters. All floors were boarded as were the sides up to a height of four feet. Iron cots with straw mattresses were furnished. The mess halls and kitchens also had their boarded floors and sides, screened to keep out flies and other insects. All perishable foodstuffs were kept in a specially constructed frame building in use in that part of the country. Frame structures were erected for bathing and laundry purposes. Hot water heaters were installed permitting an ample supply of hot water for shower baths. Latrines were constructed of wood and were screened. Large covered garbage pits were built and made fly proof.

Some camps had special game and reading rooms. The six camps on the Northern Navajo reservation had large combination recreation halls, kitchens and dining rooms built of logs taken from the adjacent forests. A few camps were equipped with electric lights and had telephonic communication with the agency headquarters. Every permanent camp had its baseball field, basketball and volley ball courts and quoit pitches.

A Day at Camp

Scene: Toadlena Camp

Place: In the Chuska Mountains, Northern Navajo Reservation, twelve miles west of Newcomb, New Mexico, on Highway 666

Time: Any day

6:00: Reveille

6:00 - 6:30: Dressing, airing of blankets, cleaning of tents, etc.

6:30 - 6:45: Breakfast — cereal, fried goats' meat, bread and coffee

* "Hogan" is Navajo for home. This consists of a circular building with a dirt roof having a small opening at the top to permit smoke to escape. The opening for the door is always to the east.

Getting ready for the big battle at the Indian conservation camp at Lac du Flambeau, Wisconsin.

6:45 - 7:00: Cleaning of the grounds by the campers. (Every bit of refuse matter is picked up and placed in proper receptacles.)

7:00: Trucks take the men to their work of building trails in the Chuska Mountains.

12:00: Trucks take hot luncheons to the men at work. Meals consist of stewed goats' meat, vegetables, bread and coffee.

1:00: Work begins again.

5:00: Trucks transport men back to camps.

5:15 - 5:30: Men take showers (hot or cold).

5:30 - 6:00: Supper—meat, vegetables, dessert, bread and coffee.

6:00 - 7:30: Recreation period for active games—baseball, basketball, etc.

7:30 - 9:00: Singing and dancing

9:30: Lights out.

During the last period of the day comes a program of songs and dances when every Indian joins the circle, his arms around his neighbor, and takes part in the dancing and singing.

At the C. C. C. camp at Lac du Flambeau, Wisconsin, a program of free-time activities is conducted under the leadership of a trained recreation leader. After returning from work at four o'clock the boys and men may take part in games out of doors, or they may play quiet games, read or rest. After supper there is a program of sports and leisure time activities of various kinds. Saturday night is dance night for the boys and men and their friends, and there is sometimes an Indian dance in full war regalia. Music for the dancing is provided by the boys themselves, twenty-five of whom play in the camp band, rehearsing three nights a week. Two nights a week there is practice for the camp orchestra. A number of educational classes are conducted.

Living Together at Camp

Those of us who were projected into the atmosphere of the Indian country for the first time heard on every hand a statement that one could not mix the nomadic Navajo with the Pueblo tribe. It simply could not be done, we were told.

The first experiment in bringing various tribes together was made on the Zuni reservation, when Navajo Indians were introduced to Zuni Indians in the largest camp. At first the camp superintendent kept them apart. Experiencing no difficulty, he decided to have a few Navajo Indians share living quarters with the Zunis. It proved very satisfactory. Soon they were not only working peacefully together but eating, sleeping and playing together. Obviously it was the camp program which made this possible and play was a big factor.

Apache camps on other reservations, such as the Jicarilla and Mescalero, had a goodly quota of Pueblos and Navajos. One of the greatest influences for good on the Mescalero agency was a Taos Indian named Anthony Mirabel. When the story of the I. E. C. W. on the Mescalero reservation is written, this man's name will stand out prominently for his influence was far spread.

The Indian As a Lover of Sports

After a close association with peoples in various parts of the world extending over a quarter of a century, we have come to the conclusion that the Indian ranks first as a natural lover of sports. The Indian youth takes to all forms of athletic games and seems to have a special inclination for the activities involving such coordinations as running, throwing, jumping and striking. It is not to be wondered at that the game of baseball appeals to him, for he has a special aptitude for this game and plays it exceedingly well.

Basketball is another game in which he excels. There exists scarcely a school yard on the reservations which is without its basketball court. Rugby football, with its strong bodily contacts, also makes an appeal to him. The Indian youth in the I. E. C. W. camps had a special fondness for kicking, passing and catching the ball after work periods. He also had a strong desire to play match games during play time.

The Indian not only enjoys team games but he likes to participate in events which demand individual excellence. Long distance running, jumping and weight throwing are popular with him. The stick race, in which teams are formed and a small ball or stick is kicked for such incredible distances as fifteen to twenty-five miles, is a favorite event with the Zunis and the Hopis.

Sports were not confined to the youthful members of the camps; older men as well were given opportunity to express themselves in ways that appealed to them. Horseshoe pitching was popular with this group. Volley ball was tried out for the first time in many of the camps. It was new to most Indians and as it becomes better known will be more frequently played.

Singing and dancing, however, are the two activities which make the greatest appeal. These

nave so strong a hold on the Indian that he would keep them up all night long. The play of the day always terminated with a group of songs and dances around the camp fire.

It is not so much what the Indian plays as the spirit in which he participates. For proper play attitudes the young white man has much to learn from the Indian who engages in activities for the sheer joy of participation. He is not only a good winner but above all a good loser—the real test of a sportsman.

The Indian Woman at Camp

As the family camps were established the question was raised with the Indian women as to whether they would like to have teachers from a selected group of white women especially qualified in the field of domestic science, rug making, dyeing and other useful household arts. There was a wholehearted response to this, and plans were made for two teams to visit the family camps. One team was assigned to the Zuni reservation where the program consisted of instruction in sewing, cooking and child care. Five villages were visited and training classes held for women and returned girl students. The activities met with an enthusiastic response and the work there will be continued. Two other experts in handcraft, aided by a group of Indian women, worked in the Southern Navajo reservation. The program for the Navajo women and children assembled in or near the I. E. C. W. camps was as follows:

Recreation (The training of Navajo girls to direct leisure-time activities)
Rug and blanket weaving
Tanning
Silversmithing
Encouragement of the use of home products.

Lessons Taught the Indian

Dr. Charles W. Eliot, the late president of Harvard, once said that the most outstanding contribution America has made to the cause of education was the summer camp. It is possible that the I. E. C. W. camps will profoundly influence Indian life in the Southwest for future generations.

What has this type of camp offered the Indian?

The camp has taught the Indian much regarding sanitation, the proper disposal of refuse matter and the elimination of flies. Since his "hogan" is a miniature camp, he will profit by his experience and observation at camp. Moreover, his camp experience has taught the Indian lessons in personal cleanliness and he has learned the value of nourishing food properly prepared. His months of association with Indians from tribes other than his own have been invaluable in the exchange of ideas and friendly contacts involved. From these Indians he has learned new dances, songs and games.

The well regulated life in a clean and wholesome camp has increased his vigor of body and mind. What the established C. C. C. camps have done for the young white man, the I. E. C. W. camps have done for the Indian. Medical inspection showed conclusively that many Indians were malnourished and at first physically unfit to carry on the arduous tasks expected of them on the roads and in the fields.

The Results

What of the value of the Indian Emergency Conservation Work as a whole? Has it done what it set out to accomplish? Has it brought relief to needy Indians and strengthened their morale?

The material help to the Indian cannot be questioned. Along with a rapidly rising market for wool, hides, lamb, mutton and similar supplies, have come the first relief pay checks for work done on the reservations. The Indian should be in a better position financially this fall than he has been for a long time. Nor can there be any doubt about changes along less material lines. The Indian has been given a chance to do the work he has waited many years to do. This has been a tremendous moral stimulus to him, and along with the work has come the opportunity to spend after work hours in singing, dancing and playing games—a program which has kept his vitality at a high point and has been reflected in the character of the task performed during his working hours.

"In 1931 there were twenty-two national parks in the United States and these had an area of 12,542 square miles. That the people of this country are beginning to realize the value of these playgrounds can be seen from the fact that in 1915 they were visited by 335,000 people, and in 1931 by 3,152,845. Even during the depression the number of visitors increased, and this is borne out, I think, by the figures in all our states as regards their parks." — *Mrs. Franklin D. Roosevelt.*

Getting Acquainted With the Trees

So says the poet, and so says the United States Forest Service. Only it says it in prose and with special reference to the trees.

"Come forth into the light of things, Let Nature be your teacher."

Of course, some of us spend a considerable time in the woods all the year around. But more folks get the urge to get out into the woods at this time of the year than most any other. Even people who are content to stick around the house or stay in town at other times, seem to be drawn toward the woodland in the spring. We get that hankering to get out and explore around a little in whatever wood we can reach.

And the Forest Service suggests that those who have little knowledge of woodcraft might do well to get better acquainted with the ways of the woods. In fact, it says it is essential that our people know the importance and value of many forest tracts of small size that make up our farm woodlands.

It is certainly a fascinating subject once you get into it. Folks who are accustomed just to drinking in the beauties of Nature without much attention to the details, might start by getting acquainted with the different kinds of trees. Learn to distinguish them by some of the well-marked characteristics of leaf, bark, fruit, seed, buds and twig arrangement.

Fascinating Facts About Trees

Now that spring is coming up this way and the buds are bursting, don't forget the flowers of the forest trees; they form a clock dial for the advancing year. So, as they bloom in succession note the blossoms of the willow, the maple, the elm and the cottonwood, until the last flower blooms in June and seed are on the wing. Or perhaps you don't have those trees in your woods? What trees *do* you have in your neighborhood? I'll venture to say there are a lot of you who have been enjoying trips through the woods for years, who don't really know the names of all the common kinds of trees. Test yourself on this.

And while you are getting acquainted with the different trees, you will probably notice that certain trees prefer certain localities. As you know, you find the willow by the stream, the yellow or tulip poplar in the valley, the red oak on higher ground. One kind of tree needs a lot of moisture while another will grow in a drier situation. Certain trees "hobnob" together because they have similar needs in the way of soil, moisture, light and the like. You soon learn to group your trees as belonging to particular types. There are certain trees you find associated together on the ridges. Other groups you notice on the slopes. Others you find hobnobbing on bottom-land. Others seem to prefer the swamps.

What is your favorite woods? Is it the coniferous forest type? If so, what kind of cone-bearing trees do you find in it? Or maybe it is the pure hardwood type, or a mixed hardwood and conifer type. Did you ever stop to wonder why that woods is the kind it is?

And did you ever try to figure out how some of the trees in the woods got where they are? You know forests have been traveling about long before the famous Birnam wood came to Dunsinane. Some trees travel by wind. That is, the seed are scattered by the wind. And you have probably noticed a good many of those ingenious contrivances with which some of the seed are equipped for getting about.

Some trees travel by animal. For instance, squirrels play an important part in spreading the seed of certain trees. Hickories, walnuts, butternuts, oaks, honeylocust, persimmons and beaches are among the trees spread by animals. Birds also carry such tree seed as red cedar and cherry from place to place, while

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WORLD AT PLAY

Playgrounds and Coal Mines

IN one of the narrow valleys of the West Virginia hills where there has been little work in the coal mines and the Friends have supplied food to the children for the past two years, there were operated last summer eight playgrounds with a staff of eleven workers. In one of the smallest of these communities with not more than a hundred cabins clinging to the hillside, with no sidewalks and no stores, the only evidence of any group activity was the playground. It consisted of a small frame building used as a health center and children's clinic and the largest bit of level ground in sight, not over a quarter of an acre, surrounded by a rustic fence. A slide had been made from the chute of a mine tipple lined with tin which dumped its human load into a large sand pile. There were swings from a tree and concrete wading pool with a center fountain. The leaders received so little in addition to their transportation from Morgantown, the nearest city, as to be practically volunteers. They have been trained in the playground leaders' course held by the Recreation Department of Morgantown. The director of relief for the district, who was largely responsible for the playgrounds, said: "I don't know how we did it. I had a little money in my health fund and I figured sunshine was just as valuable as cod liver oil. We had some gifts and some help from the people themselves. We must have more of these playgrounds."

Musical Training at a Municipal Camp

AT Camp Sacramento, maintained by the Sacramento, California, Recreation Department, arrangements were made whereby young vacationists could continue their musical training at camp. For a six-weeks' period beginning June 17th two music teachers were at the camp to conduct orchestra and band instruction classes. A small charge was made for the service.

Manchester's Spring Folk Festival

ON May 16th at the Arts and Science Institute a Spring Folk Festival was held in Manchester, New Hampshire. Singing and dancing groups of French Canadians, Swedes, Germans, English, Ukrainians and Greeks participated in native dances, pageantry and songs. It was a joyous occasion not only for the participants but for the audience which crowded the hall. Mr. A. D. Zanzig of the National Recreation Association organized and conducted the festival.

Long Beach Increases Its Facilities

IN Long Beach, California, an intensive effort has been made to focus attention on the recreation problems which the city faces. As a result of the campaign plans have been accepted by the Board of Education and the school administration calling for the completion of nine standard gymnasiums, two roof gymnasiums, twenty activities rooms in elementary schools, the rehabilitation of twenty-six playgrounds and playing fields, and the re-allocation of school buildings to make available more than ten per cent additional play space.

Women's Athletics in Boston

A new ERA project in Boston, Massachusetts, designed to promote women's athletics and to provide five months' employment for 56 people, has been initiated under the auspices of the Mayor's City-Wide Emergency Committee on Health and Recreation in cooperation with the Boston Park Department. A program of athletics for women and older girls will be conducted at 25 park department playgrounds by women directors at present unemployed, almost all of whom are graduates of physical education schools and have had previous playground experience. Miss Helen M. Kelly, Director of Women's Activities for

Community Service, will be in immediate charge of the program. She will have an assistant director, five district supervisors, 25 playground directors and an equal number of playground assistants. Such games as baseball, volley ball, squash, hopscotch, O'Leary, jackstones and horseshoes will be organized.

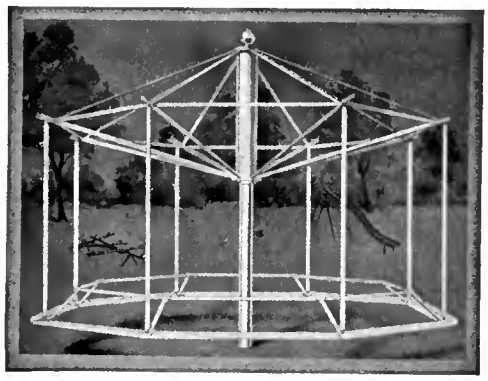
Westward Ho!—Members of the Municipal Hiking Club of Minneapolis, Minnesota, will embark on a western trip this summer. The trip will extend from August 17th to September 3rd. The Minnehikers will travel by bus, spending many nights camping out in the open, at other times staying at tourist camps. Each member of the party will carry his own equipment consisting of tents, blankets, dishes and other necessary articles.

Developments in Steubenville, Ohio — The Steubenville Recreation Department reports a profit of $904.00 from the operation of three swimming pools, with receipts of $3,063.00 and expenditures of $2,159.00. The swimming pools are free for children under twelve years of age three mornings a week. On other mornings, children up to this age pay five cents. The fee for children up to eighteen is ten cents and for adults over eighteen twenty cents. Seventeen swimming meets and a water carnival were held last season. The American Legion Band gave eight free concerts and the Junior Women's Club furnished volunteer leaders in dramatics for the playgrounds.

New Wading Pools for Detroit—Detroit, Michigan, children are reveling in the new wading pools constructed at three of the municipal play centers by CWA labor. More than 600 men were employed during the winter months at a cost of approximately $35,000 a pool. Each pool is 100 by 150 feet and measures 16 inches at its deepest point. A continuous flow of cool, fresh water circulates in the pool. Two guards, a man and a woman, are stationed at each pool.

A Day Camp on a Roof—The Jewish People's Institute of Chicago, Illinois, is conducting a day camp on the roof of the Institute. The camp, which is open to children from five to fifteen years of age, is being conducted from June 25th to August 31st. A charge of $3.00 is made for the entire season.

THE LOUDEN WHIRL-AROUND



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A Budget Increase in San Francisco—San Francisco's new budget includes the following increases: Recreation Department, $200,000; Park Department, $120,000; Library, $69,500; Health Department, $139,000; County Welfare Department, $122,000.

In recommending the increase in the budget of the Recreation Department, the Mayor in his written report to the Board of Supervisors stated: "I regret indeed that economic conditions will not permit a more generous consideration of the above item, for in this department the womanhood and manhood of tomorrow are molded. These centers, established in the interest of our children's safety and welfare, provide for them a physical and moral background not obtainable elsewhere."

Drama in Knoxville—The Recreation Department of Knoxville, Tennessee, is supervising eight drama clubs and the Knoxville Little Theater. Drama activities are engaged in by practically all the local churches and twenty-six public schools. A professional drama director paid by relief funds has been added to the staff. This worker is loaned to any community group desiring his services.

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Womans Press, May 1934

Camps and the New Leisure, by Janet Fowler Nelson
The New Outlook for Youth, by Nellie M. Seeds

Municipal Sanitation, May 1934

The Control of Swimming Pools, by Carl A. Hechmer

Parks and Recreation, May 1934

Roadside Planting, by Phelps Wyman
Qualifying Life Guards for Duty, by Thomas R. Daly
Keeping Abreast of Demand for Sport Facilities, by John W. Kernan
Playground Standards

The Womans Press, June 1934

Recovering the Primal Sanities, by Weaver W. Pangburn

The American City, June 1934

A Community Entertainment and Merchandising Plan, Sparta, Mich.
Municipal Opera in Los Angeles
How a City Made a Park Without Cost
New and Improved Models of Street Showers

The Journal of Health and Physical Education, May 1934

Training Recreation Leaders, by William R. LaPorte
My Old Kentucky Home—A Festival, by Elizabeth Faries Howe
Achievement Tests in Swimming, by Mary Grant Parkhurst
Recent Developments in Swimming and Water Sports, by Marjorie Camp
Center Square Endball
Get Out in Front
Spongeball
Teaching Basketball to Younger Boys

Child Welfare, June-July 1934

Leisure and Small Town Youth, by Ella Gardner

The Journal of Health and Physical Education, June 1934

The Responsibility of Public Agencies Providing for Leisure-Time Activities, by William G. Robinson
Camp Program Planning and Its Relation to Changes in Educational Theory, by Marjorie Camp
An Emergency Out-of-Door Program, by Elsie M. Mott
Fly Casting Class, by D. V. Dunder
Condensed Report of the Mass Motor Ability Test of the St. Louis Elementary Schools, 1933, by A. E. Kindervater

PAMPHLETS

Playground and Recreation Department—Board of Park Commissioners, Vancouver, B. C., Annual Report, 1933

The Recreational Uses of Land in Connecticut, by Nathan L. Whetten and Victor A. Rapport
Bulletin 194—Connecticut State College, Storrs, Connecticut

Enjoyable Jobs for Leisure Hours

Extension Circular 340, South Dakota State College, Brookings, South Dakota

Activities in Fort Worth—The Recreation Board of Fort Worth, Texas, provides motion picture shows which are seen by huge crowds each night. Free to the public, they are shown at thirteen locations weekly. It is estimated that during a six weeks' period in the past summer 168,000 people attended these movies. The recreation building maintained by the Recreation Board last June had the largest attendance up to date in its history. This was due to the careful organization of classes, approximately seventy of which were scheduled weekly. As many as 125 children were counted in one class, while mothers took advantage of classes in music, drama and dancing. The number of swimmers at the pools maintained by the Board greatly increased last summer. There was a decrease of $661.85 in the receipts from the pools due to the fact that rates were reduced 33 1/3 per cent for children who had their own suits and 20 per cent for adults with suits.

New Activities in Philadelphia—A number of new features have been added to the summer playground program maintained by the Philadelphia Bureau of Recreation. One is a city-wide play day to be held the latter part of July in which all recreation centers will take part. The play day will be held in twenty districts with separate programs being conducted in each locality. A water polo league will be organized with the opening of the swimming pools.

A Little Theater Conference—Last fall, during the month of October, the Los Angeles, California, Drama Association sponsored a Little Theater Conference with weekly meetings. The course included class lectures and demonstrations of all phases of production and play writing, and the presentation of plays each evening by a Little Theater group.

Mother and Daughter Day in Louisville—On February 26th mothers and daughters of Louisville met at the Jefferson County Armory for their second annual play night, climaxing the work of the Recreation Division gymnasium and dancing classes all over the city. The program was planned as a demonstration of regular class routine with each dancing class presenting a specialty number. A cut in the

budget made it necessary to close earlier than the Department had wished the free gymnasium and dancing classes conducted by the Division. Beginning March 5th, however, classes were organized for all those interested in continuing by paying a fee of 10 cents in the evening. The money collected will be used to defray the expenses of light, heat and janitor service in the school building and the salaries of gymnasium teachers and pianists.

A City-Wide Athletic Club—The Kiwanians of Gulfport, Mississippi, early last summer organized a city-wide athletic club housed in a recreation lodge leased from a hotel. The lodge is equipped with standard gymnasium equipment, a volley ball court, a tennis court, and has a game room in which ping pong, billiards and similar games may be played. Classes met each morning at 6:30 for exercises under the leadership of a physical director. An arrangement was effected whereby the immediate famlies of the members might have free access to the concrete swimming pool on the hotel property. This project is filling a long felt need in the recreational life of the city.

Recreation in Niagara Falls—Special events last summer in Niagara Falls, New York, where a recreation service is conducted by the Bureau of Parks, included six free band concerts at Hyde Park, two free dances on the tennis courts the music for which was donated by the orchestras playing, three special entertainments by the Girl Scouts, Boy Scouts and Y. M. C. A., tennis tournaments, one of them for colored citizens, a number of archery tournaments with a final invitation tournament in which a number of Canadian cities took part, and a swimming meet.

A Festival of Play—Last spring the Bureau of Recreation, Department of Public Welfare, Philadelphia, Pennsylvania, presented a festival of play and a gymnastic championship in which forty-one centers participated. The festival consisted of games, tumbling, pyramids, singing, rhythmic drill, model airplane flying, country dance, and Maypole frolic. The Mayor and a number of city officials gave addresses.

Relief Labor in Cincinnati—The Public Recreation Commission of Cincinnati, Ohio, has been

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successful in having released for material and equipment $80,000 of bond funds. About 8,000 relief workers a day are being used under expert direction on approximately thirty development projects which include the building of athletic fields and beaches involving a great deal of grading and the filling in of ravines. Three of these developments are on school property adjoining the high schools. The schools did not have money for the development which is being carried on by the Recreation Commission under a long term lease on the property for all use except during school hours. The schools have agreed to pay the Recreation Commission $2,500 a year for the maintenance of each field. Relief labor was also being used for additional clerical help in the office, as assistants to playground leaders, and to provide talent in the traveling theater and the playground music program.

Pan American Day in Miami—The Department of Recreation of Miami, Florida, has charge of all city-wide celebrations and events, the most outstanding of which is the Pan American Day celebration taking place on April 17th of each year. This annual event takes the form of a pageant depicting the story of the development of one of the South American countries. This year the country was Cuba, and the Cuban government cooperated by sending a number of officials to participate in the event. The City of Havana sent a band which headed the parade, all of the music for the pageant being supplied by the Cuban government. A number of those who participated in the dances peculiar to Cuban life were from that country.

Planning the Recreation Building

(Continued from page 223)

popular vote, slides would all be built twenty feet or more high. It is known by experience that a slide eight feet high still retains a thrill and is reasonably safe, whereas a slide four feet high might be 100 per cent safe but zero in thrill, and therefore would not be used. This same reasoning can be applied to swing heights, rings, trapezes, and in fact to almost all the equipment given to juveniles.

In appointing an architect or an engineer who is to have the responsibility of designing our recreation buildings and play fields let us choose one who by his experience and extreme interest is particularly fitted for the job. He must know the human side of our work, child psychology, and above all he must have a genuine interest in the problems he is about to solve.

A Hobby Workshop in a Museum

(Continued from page 224)

for leisure time activity opportunities caused by unemployment and shortened working hours and is also logically developing the Museum's educational program. The Museum has always supplemented its exhibits with informal talks and demonstrations given by staff members and by moving pictures on related subjects. The workshop offers in a number of respects a more direct approach to the stimulation of interest in the subject of Museum exhibits. In providing opportunities for talented or highly specialized amateurs to talk to a group interested in their particular field, the Museum hobby groups have also encouraged these people to continue and develop their interests.

Adventures in Star Gazing

(Continued from page 226)

telescope is being built for private use by the amateur astronomer who intends to use it, and others appear ready to become fact in the making.

In the meantime, the Astronomy Club is planning to affix to the big park telescope such gadgets as a camera for taking astronomical pictures, the clock and mechanism which will go with it and additional refinements of the unusually fine amateur-made instrument now in place at Oglebay Park. A "dome" which will permit use of the 'scope in winter and replace the present wooden, fence-like windbreak around the base of the machine is also a project toward which the club expects to devote time, thought and energy this season.

Leisure Time Activities for Men and Boys

(Continued from page 232)

It is equally true that the majority of students who are physically fitted for the intercollegiate games need far less such training from the standpoint of health than many students who are unable to stand the strain of such sports and who receive less. This is why at Wesleyan, although we carry on many forms of intercollegiate athletics, we require that every student, before he receives credit for the three years of required physical education, shall have had instruction and experience in playing tennis or golf, handball, squash or rackets, and swimming. We feel that by this rule the boys after graduation will have means of recreation which will be of value to them for years to come. Furthermore, these are activities in which only two are required in order to have a game, and facilities for which are to be found in most communities. I well appreciate the difficulties of carrying on such a program in secondary schools where there is but limited equipment, and I know that in the primary schools some of these sports are far too advanced for the pupils. I believe, however, that much can be done in the development of an interest in hobbies other than athletics, and this interest may be stimulated in children long before they reach high school age. And certainly many of the athletic activities such as tennis and handball and swimming can be begun at a very early age, and more emphasis should be placed upon these sports than upon the team sports represented in our interscholastic and intercollegiate programs.

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The essential thing, it seems to me, in the training for athletics as a recreational pastime is not necessarily the development of an unusual skill in any sport; it is more important to develop a love for play and for the by-products of play. So many individuals in my experience have given up certain forms of athletics because they could not develop in a given game skill sufficient to rate them above the average. On our faculty at Wesleyan is a man who was a fair tennis player but who failed to show improvement in his game, and so gave up tennis long before he should have done so. He quit the game because he could not compete with some of his more expert colleagues. I have known others to give up golf because they were unable to reduce their scores to the gentleman's score of 100. It is unfortunate for anyone to become so consumed with the desire to be perfect that he fails to get enjoyment out of the game when his play is not up to perfection. Many golfers, I am sure, fail to get recreation from golf because they have failed to improve their game. After all, the great out-of-doors, the beautiful greens, the hour or two of companionship with one's friends, are of much more value than the ability to play perfectly.

In concluding these rambling comments, I must express one regret—I shall not be present to talk with you as to your personal use of your leisure hours when you have reached my age, for whatever you are thinking now about the things I have tried so inadequately to express, I know what you will be thinking then.

Playground Teams from Neighborhood Gangs

(Continued from page 234)

on hand with the twelve-year-olds to receive the awards!

Track was a new sport and we had but one meet. We included dashes, relays, jumping and shot putting, with the high school track coach and college men to act as judges. Boys who were not so good at other sports found themselves the men of the hour. The gang was on hand to cheer its representatives. Five hundred people made up the audience.

As few rules as possible were laid down, many of them the unwritten rules of boydom and good sportsmanship. In the role of a benevolent dictator I was the court of final appeal. We gave the boys as much responsibility for government as they could carry. The older "A" boys often acted as scorekeepers and were eager to act as umpires. We took all precautions to prevent ringers, requiring the registration of each player and limiting him to one team. On the field the team had to obey its captain and there could be no quarreling. One rainy morning after players and officials had come into the field house somewhat dampened, Captain Kelly decided to finish the two remaining innings of a very close game. He stripped off shirt, shoes and socks, rolled up his overalls, and declared himself ready for the fray. Both teams followed his example, and in pools of water the game was decided.

Some of the Results

As the season drew near its close we felt that the boys were healthier and happier than ever before; that the antagonisms among various gangs had been sublimated into honest respect; that the prejudice of race and creed had been lessened; that sportsmanship and ideals of team work had been inculcated in many, and that the citizenship standards of the entire group had risen and would leaven the realm of boyhood in the city.

To the many inquiries as to what would happen to the League when summer ended, we responded by sounding out the feeling of the boys toward continuing it as a basketball league. There was no doubt about it—the boys wanted their league to carry on, and we, too, felt that some kind of organization should be continued.

We talked to the Y.M.C.A. secretary who had awarded the emblems on Labor Day and as a result of our conference the captains of the League met at the Y.M.C.A. and organized the basketball division, with five cent dues for non-members of the "Y" and the privilege of a swim after the game. The carry-over to a sport new to some, to a building unfamiliar to others and to a definite code of behavior and neatness foreign to a few, measured up to our plans. Eighty-one of the 184 boys registered in basketball leagues were members of the League, and sixty-six of these entered their own Junior League consisting of ninety-two boys in ten teams.

Thus have neighborhood gangs been converted into teams and the playground proved its worth. Among our best testimonials was the remark of a quick, slim Italian boy: "It's the first summer I haven't been arrested!" He was proud, as were we. But even greater was his pride in his Junior League team.

Space Requirements for the Children's Playground

(Continued from page 244)

Paths and Free Circulation

On a small playground serving a limited number of children in a few activities, or children up to ten years of age, there is little need for paths or spaces apart from the active use areas to permit children to pass in safety from one part of the playground to another. However, when a variety of ages is served in a wide range of activities requiring considerable space, it is highly desirable that some provision be made for the circulation of the children just as in a school building space is allowed for corridors and hallways. It is impossible to arrange the playground for effective and safe use in such a way that every square foot is available for play. Therefore from 5 to 10 per cent—preferably the latter—of the total play area must be provided in addition to the amount previously agreed upon.

(To be continued in the September issue)

Municipal Recreation Programs and Enforced Leisure

(Continued from page 246)

possession, in favor of a society organized for the purpose of living, a field lies open for the development of sympathy and companionship such as humanity has never yet dreamed.

I like to think of the municipal recreation service as being devoted to the use of leisure in pursuit of that greatest art in the world, the art of living.

German Youth and Work Camps

(Continued from page 247)

fields. Other groups, too, work diligently. By 11:30 everyone is ready for the main meal of the day. Dinner over, work goes on until 3:15. With the rest of the afternoon free for sports and recreation, the day's work is quickly forgotten. The majority of the girls are sport enthusiasts and do not consider a day complete without at least an hour of outdoor physical activity. Swimming, rowing, wandering on foot or bicycle and Faust (fist) ball are popular diversions on pleasant days in camp. On rainy days folk dancing, ping pong, table games and group singing fill the hours. In the evening the leader gives instruction in various forms of handcraft. Leather work and knitting are the most popular. Discussions are in order and an attempt is made to get the workers, peasants and students to discuss problems together. They talk over such subjects as "What Voluntary Work Service Has Meant to Me," or "After Camp, What?" One subject leads to another, and invariably the attitudes of various groups toward one another, as for example that of the students toward the peasants, are frankly discussed. These informal discussions are not only educational in themselves but help in breaking down class distinctions.

The day ends with a song. Workers, students and peasants join hands, and as their voices blend in harmony one feels that this new phase of the youth movement holds great possibilities for the creation of new attitudes toward work and community life, and for the establishment of new social values.

At a Civilian Conservation Corps Camp

(Continued from page 248)

ernment for recreation, the boys planned a boxing and wrestling exhibit for which an admission charge was made. Residents from a nearby village and hundreds of campers attended. This was followed by an old time dance. Total receipts for the evening were $111. This was used to equip the recreation hall with games and reading lamps and to purchase athletic supplies. The first exhibition proved so successful that four others were promoted in two months.

The duties of the recreation director were varied and his life such a busy one that it was necessary for him to have assistants. The camp was fortunate in securing the services of an expert boxing coach who spent part of his vacation teaching the boys the skills of the sport. Much help was given by vacationists in the park in camp fire entertainment and in educational activities.

It was noted that many of the boys did not take part in the dances given in a neighboring village. When the reason for this—their lack of knowledge of how to dance—was discovered, a class in social dancing was organized attended by fifty boys.

Today in the midst of epoch-making legislation and drastic changes in political and industrial organization the task of teaching young people the fine art of play looms up as one of the most important responsibilities of the age. These young men of today, the leaders of tomorrow, will be better able to adjust themselves to the new era of increased leisure and will be influential because of

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their understanding of play learned at camp in leading such activities in their local communities. To these objectives the recreation program in the C. C. C. camps is making a genuine contribution.

Getting Acquainted With the Trees

(Continued from page 253)

such trees as cypress, tupelo gum, cottonwood, willows, maples, and a number of others are spread by water. Sometimes when you see a certain kind of tree growing along a stream or a fence-row it is pretty easy to discover how it got there.

Observing the Forest Floor

When you go into the cool shade of the woods, note the forest floor, too. Observe the undergrowth of young trees, shrubs, ferns and moss, and the litter of fallen leaves. Take your jackknife or a stick and dig right down under that cover into the mold of many years of fallen leaves. There you will find the answer to Villon's question "Where are the snows of yesteryear?"

When rain falls or snow melts under the shadow of the forest it sinks into the spongy earth. The forest has soaked up the rain and melted snow like a sponge. Find a spring and you will see where the stored water is seeping out to feed the streams. The rainfall and snowfall that have been held back in the hidden reservoir of the forest have been transformed into a steady supply of water for the pasture, the farm, the mill and the city.

Go out into the open and dig into the soil of an unwooded, barren slope and notice the difference between that and what you found in the woods soil. The chances are you will find the soil on that unwooded slope dry and hard. Of course, you know what has happened. When the rain fell or the snow melted on that open hillside, there was nothing to hold it back. It just rushes down hill.

Perhaps if you look around on the open hillside you may find places where the soil, with no roots to bind it, has been washed away by the rain. If there are any steep slopes in the neighborhood, you may find deep gullies dug into the ground. Trace where that soil goes that is washed down the slope.

When you have noted those facts about the trees, the soil and the stream, you begin to see the relation which the forests of our country bear to the well-being of our land. In a little strip of woodland and neighboring cleared land, you may have an example in miniature of soil protection and good streams, or erosion and flood damage, and get a clearer understanding of the larger meaning of this Nation's forests to farm land and industry and commerce.

Or if you are of an investigative turn of mind, and want to find out about the past life in the woods, you may be able to detect in some stump or the end of the saw-log much of the story of the past of that woods. In the varying thicknesses of the annual rings is written the fat and thin years of the tree. In those rings you may also find evidences of fires and insect attacks which have occurred in the life of that tree. By counting the growth rings from the bark back to the scar left by the fire, in some cases you may be able to tell about what year that fire happened.

In fact, whether you are a novice or a woodsman of long experience, there is a lot that the trees can tell you.

New Books in the Leisure Time Field

Legends and Dances of Old Mexico

By Norma Schwendener, Ph.D. and Averil Tibbels, M.A. A. S. Barnes and Company, New York. $2.00.

THIS interesting collection of twelve ancient Mexican dances is given in its own setting of legends and facts concerning the origin of the dances as well as the present day customs surrounding them. The dance patterns are simple and unique, the same step often being used throughout the dance. Authentic Mexican music is given with each dance, together with directions for the use of percussive instruments which form the basis of the music accompaniment. Of particular interest are the primitive drawings illustrating each dance which serve in the capacity of costume plates showing the dress worn by the Mexican tribes in their religious and ceremonial dances.

Dances of the People

Collected and described by Elizabeth Burchenal, B.A. G. Schirmer, Inc., New York. Board cover $1.50; cloth cover $3.00.

THIS edition represents a second volume of *Folk-Dances and Singing Games.* The fact that they are the work of Miss Burchenal, whose contribution to the folk-dance movement is so well known, is a guarantee of the authenticity of the dances and their usefulness.

Introduction to Physical Education

By Jackson R. Sharman, Ph.D. A. S. Barnes and Company, New York. $2.00.

THIS NEW text-book is devoted to a survey of the history, objectives, methods, psychology and philosophy of physical education. In it the most important phases of physical education have been condensed and presented in accordance with the latest educational thought. The book will be of special value for teacher training schools whose time allotment prevents a wide range of courses.

"Pop" Warner's Book for Boys

By Glenn S. "Pop" Warner. In collaboration with Frank J. Taylor. Robert M. McBride and Company, New York. $2.00.

TO THIS book Glenn S. Warner, football coach of Temple University, brings his forty years of experience in coaching and training boys in the major sports. The book tells boys how they may set about training for sports from their earliest years so that later they will be good team workers in school and college. It answers all the questions boys can ask about baseball, track, basketball and football.

Report on the Iowa Twenty-Five Year Conservation Plan

Prepared for the Iowa Board of Conservation and the Iowa Fish and Game Commission. Distributed by Iowa Fish and Game Commission, Des Moines, Iowa.

THIS REPORT incorporates the forward-looking plan outlined "for the wise, human use of Iowa's natural resources." The planning involved has undertaken two phases—that dealing with the sound, economic utilization of native resources, and that dealing with the preservation of natural features of interest and beauty. "By establishing a long-term schedule of development on which every dollar spent will be well spent, an enormous economy is assured as compared with haphazard, uncorrelated conservation. The plan is a device to get the people's money's worth in each phase of the work and to advise on the manner in which the things the people want may be crystallized into a feasible, economic program which can be actually realized."

Puzzles and Curious Problems

By Henry Ernest Dudeney. Thomas Nelson and Sons, Ltd., London and New York, $1.50.

FROM England comes a timely book with many puzzles which will tax the ingenuity of the most expert puzzle fiend. Puzzles are divided into arithmetical and algebraical problems, geometrical problems, moving counter problems, combination and group problems, and similar classifications.

Camp Theatricals

By S. Sylvan Simon. Samuel French, New York. $1.50.

DESIGNED to help camp directors make their entertainments more effective, this book discusses such subjects as physical equipment, play selection, stunts, planning and rehearsing the program, and making actors out of campers. Suggestions are offered for a circus and for the construction of marionettes. A chapter on music and musical comedy work deals with the use of original musical work, lyrics and plots. Lists of plays suitable for camps are given.

Come and Caper

By Virginia Bennett Whitlock. G. Schirmer, Inc., New York. $2.00.

THIS book with music and attractive illustrations presents a few of the dramatic pantomimes, creative rhythms and plays developed by the children from the first grade through the eighth grade of the Lincoln School, New York City. The music by various composers has been selected and edited by Nothera Barton.

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Handbook of Association Business Administration.

Association Press, 347 Madison Avenue, New York City. $5.00.

This is an extremely useful and comprehensive manual on the business administration of local Y. M. C. A. buildings and programs. It has been prepared under the direction of and with the co-operation of the Business Secretaries Association. Although the book is directed to increase the efficiency and economy of Y. M. C. A. administration, it is full of material valuable to public recreation executives, particularly to those responsible for the management of recreation buildings and such special buildings as swimming pools. It outlines in detail and includes standard forms for effective operation and upkeep of buildings, mechanical equipment and covers exhaustively the legal questions involved in the operation of such facilities by private agencies. It is a volume with which recreation executives should surely be familiar.

A Directory of Agencies Working with and for Adults.

Research Service Bulletin No. 13. The International Council of Religious Education, 203 North Wabash Avenue, Chicago, Illinois. $.50.

This compilation lists 125 national agencies working for the civic, social, moral and religious education of adults and describes briefly the work of each organization.

Work Relief in Germany.

By Hertha Kraus, Ph.D. Russell Sage Foundation, New York, 1934. $.50.

Fourteen years of social service in Germany covering the period during which that country has developed its present relief program has provided Dr. Kraus with an intimate knowledge of relief programs in Germany. Her summary of the various relief programs is brief, well organized and comprehensive. Recreation workers will be interested in the reference to the way in which Germany has taken advantage of work relief programs to develop public parks, playgrounds and recreational facilities and also the neighborhood, recreation and social centers developed for the unemployed as a part of the program to build and sustain morale. The list of work projects developed as relief measures is very similar to the projects developed under the various relief measures in this country during the last few years. Very similar also are the activities conducted in the neighborhood centers for the unemployed as well as some of the problems and difficulties involved in their administration.

Educational Frontier.

Edited by William H. Kilpatrick. D. Appleton-Century Company, New York. $2.50.

The joint work of seven well-known authorities in education, this book attacks the evils inherent in our educational system and shows how obstructive they are to social progress. Fortunately it goes beyond this criticism and proposes a program for the rehabilitation of American education which involves an application of the principles of experimentalism to education. The educators contributing to this volume, in addition to Dr. Kilpatrick, are Boyd H. Bode, John L. Childs, H. Gordon Hullfish, John Dewey, R. B. Raup and V. T. Thayer.

Current Problems in Camp Leadership.

Edited by Jackson R. Sharman, Marjorie Hillas and David K. Brace. The Ann Arbor Press, Ann Arbor, Michigan.

This book has been prepared in response to the demand for organized materials suitable for use in college courses on camping and as an aid in preparing counselors during the pre-camp training periods conducted by most camps. Each unit consists of two or three introductory paragraphs which lead up to a series of exercises and problems—things for the students to do. The author of each unit, of which there are over thirty, has had entire freedom in expressing his philosophy or point of view and in interweaving it into the problems and exercises in any way he wished. Students using the book will therefore become familiar with more than one philosophy in regard to camping.

Community Civics.

By Samuel P. Abelow, M.A. Globe Book Company, 175 Fifth Avenue, New York City. $.67.

This text is for junior and high school students. Primarily for New York pupils and containing slight information on cities other than New York. There are chapters on Education for All; The City's Water Supply; Protecting the Food of the City; Regulation of Buildings; The Disposal of City Wastes; Public Regulation of Work; Public Provision for Recreation; Guarding the Health of the People; The Welfare of the Unfortunates; Protection of Life and Property; City Planning and Civic Beauty; Communication and Transportation; Making the Laws; Carrying Out Our Laws; The Work of the Courts; Correction of the Delinquent; City Finance; The Citizen as a Voter.

The subtopics in the chapter on recreation are The Importance of Recreation; the Need for Community Action; and Individual Responsibility. The author does not attempt to give an exhaustive analysis, much less an appraisal of the recreation facilities in New York, nor does he offer the students a conception of a genuine and complete public recreation system. He notes the existence of parkways, and the state system of parks as well as the municipal parks and their principal activities. Nothing is said of leadership. The book as a whole contains a great deal of solid information and undoubtedly provides a valuable framework for the teaching of civics. Several cartoons enliven the text.

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A Glorious Time to Live

DESPITE sickening unemployment, despite the necessity of relief in the midst of plenty, this is a glorious time to live!

Emphasis is changing from the accumulation of material goods to the consideration of what constitutes abundant living.

President Roosevelt and Mrs. Roosevelt constantly use the phrase abundant living and have to some extent given these words their former power.

Everywhere one sees such phrases as:

A Better Way of Living
A Better Basis of Living
More Meaningful Living
The Rational Enjoyment of Life
Adequate Living
A Well Balanced Life
Adventurous Living
The Right of an American Citizen as to Differentiation in Living
Dare to Live
Art of Living
The Art of Happiness
School of Living
A Pattern for Living
Gracious Living

What is the inner meaning of all this? All of us as a people are changing our sense of values. In practice we have rated living as dependent on a prior accumulation of material things. As adults we have been willing to steal a little living, a little culture, a little recreation when we thought it would help us in accumulating material things—make us more fit for work, help us in attaining security first. And now we are not so sure about the material things. College professors are telling us that youth are not thinking so much in terms of quickly obtaining large salaries; that they want a measure of security and a chance to live as they go along; that they are attracted to adventurous living in the subsistence homestead!

Again what is it that is taking place? What is the change? Why is it a more glorious time to live? Because there is a perceptible swing in emphasis toward *living*, toward human activity that is permanently satisfying rather than to the accumulation of material things. The simple pleasure of life, the creature comforts of life, the having of a well-trained and a well-disciplined body, the using of one's mind in many delightful ways—again have a place as before we became over-civilized. No longer will we have as great a sense of guilt when we enjoy the smell of the sea, or of the new mown hay right in the middle of the day that is sacred to work rather than living. Sounds, too, will have a more accepted place. Again in many differentiated activities of body and mind we shall find ourselves, our own nature as artists, as craftsman, as athletes, perhaps in a very small way.

In other words, with all there is to weigh us down it is good to be alive in days when there is even a slight increase in emphasis on living, when we cease to have so much of our living vicarious and take more time for recreation and living ourselves. It is good to be alive at a time when there is so much youth can do to bring about a still further change in the sense of values, a still deeper recognition of the eternal fact that enduring satisfaction is in self-activity.

HOWARD BRAUCHER.

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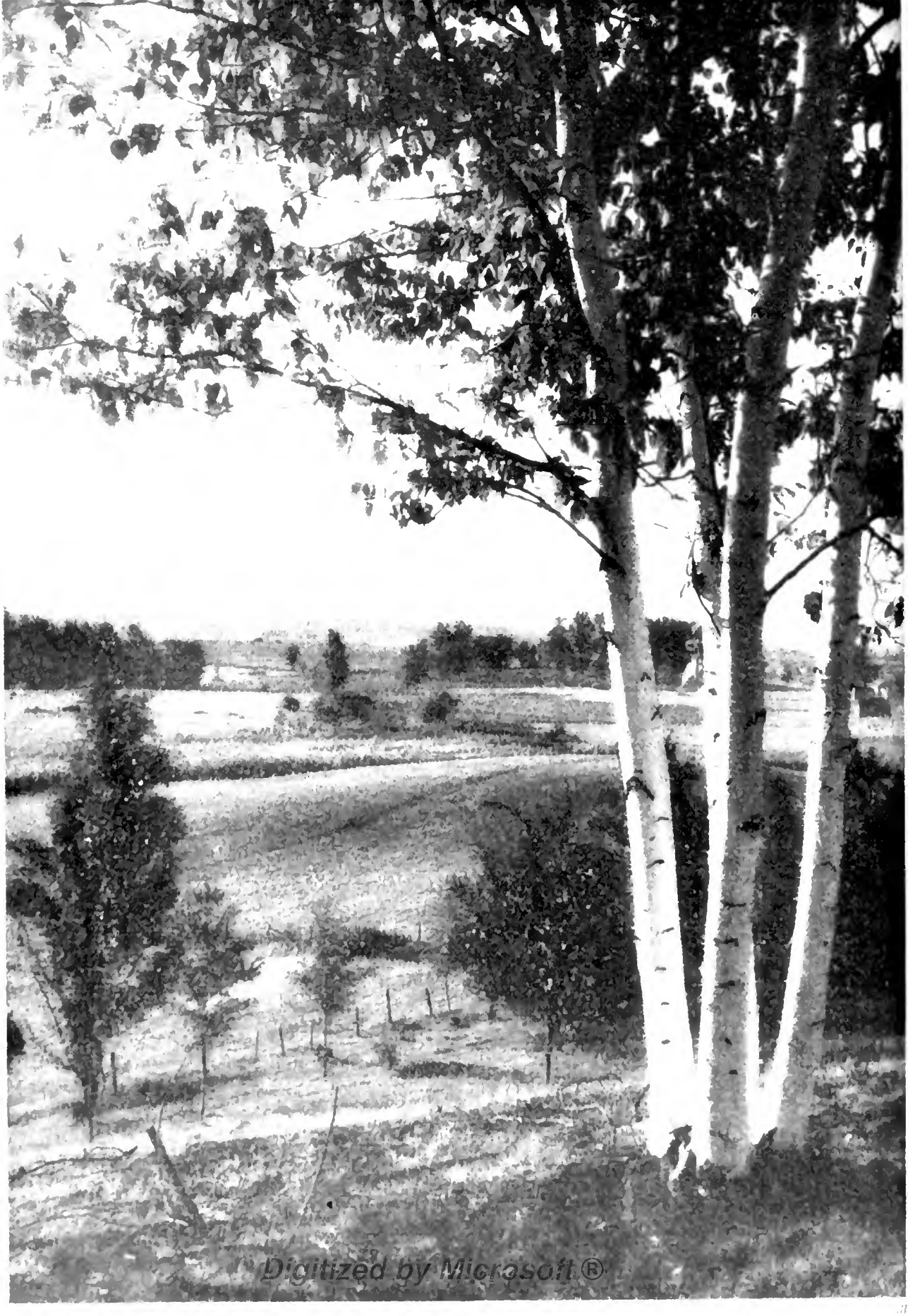

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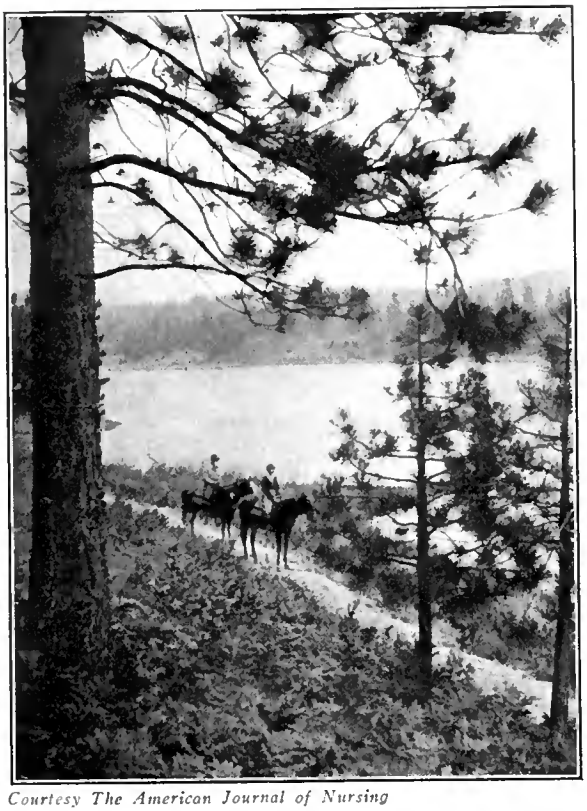
The Power of Play

By THOMAS A. STOREY, M. D.
Stanford University
California

"I urge the power of play in the life of the child, in the games and sports of youth, in the leisure-time pursuits of maturity."



Courtesy The American Journal of Nursing

THE PLAY LIVES of children bring them their richest inter-related physical, emotional and social experiences. Their play is their school of physical education, of emotional and other mental education, and of social education. It is an intense school. No courses and no classes are ever taken more alertly and enthusiastically than those in the school of childhood play. No other school educates so effectively or so permanently.

The child patterns his behaviors in imitation of the behaviors of his parents and others in the home, in the school and in the group with which he plays. His behaviors are influenced, too, by suggestion and by the discipline of home, school, and playmates. These behavior examples, these suggestions, these disciplines, may be influences that encourage the use of big muscles in play, a joyousness in the game and a friendly respect for other players; or they may emphasize excesses or deficiencies of bodily activity, stimulate passions of anger, rage or fear, and stress selfishness, cheating and cruelty.

If you observe the behavior of children at play, without being observed by them, you may get an insight into the sort of parents they have. You may learn how their parents treat each other; something about their health habits, good and bad; their mental hygiene or lack of it. and their social behaviors and misbehaviors. You may get a line on the sorts of men and the sorts of women these children are being trained to be and trained mainly under the influences of parental example, parental suggestion and parental discipline, your own perhaps. We may not know it, but we parents dominate the play lives of our children. If we could look on them at play, we would see ourselves as they see us.

The behavior of the youth of high school or college age is indelibly marked by the experiences of the child he was. His behaviors display signs and symptoms with which the experienced observer can diagnose his past and forecast his probable future. Such an observer may rate his parents, family, playmates or teachers by measuring his physical, emotional, and social behaviors, particularly in his games and sports, and by the same measure nents the experienced observer may forecast the adult he is likely to be

The other day while I was being amused by my futile efforts to play a good game of golf, my caddy told me of an incident that illustrates the power of the child over the man he comes to be. He reported that Mr. So and So missed a two foot putt on a perfectly good green; that Mr. So and So then promptly threw a tantrum, flung his

iron into the air, cast himself on the green, kicked his legs, rolled on the turf, and tore the grass in rage.

Is there any doubt in your mind as to that man's play life as a child? His sportsmanship in the high school or college? Any doubt as to his behavior as a mate? As a parent? As a citizen? What do you think his standards of leisure time adult recreation are?

Our mature behaviors—like those of Mr. So and So on the golf course—are measurably determined by the examples that we patterned after in play as children and adolescents, by the suggestions that dominated our play and by the disciplines that governed it.

Thus we men and women are ruled today by the experiences of many yesterdays. Our play lives as children, the games and sports of our youth and our recreations of early maturity are among the most powerful—if they are not *the* most powerful—of the influences that have developed and maintained our bodies, moulded our minds and shaped our personalities, and of these, the influences of greatest determining power are likely to be those that dominated our play behaviors as children.

Your childhood experiences stimulated the growth and development of your heritage of body and mind. Those muscles of yours today that serve you well or poorly every moment awake or asleep, received their first training and conditioning in the first years of your life. The quality of those experiences determined the basic physical qualities of your youth and laid the organic foundations of your maturity, regardless of the fact that you and those who provided those experiences for you probably did not know what was being done and knew little or nothing of the determining and controlling significance of these experiences for your future.

That intelligent, educable mind of yours that now serves you, well or ill, is a product of a long education whose most important foundations were laid in your childhood.

Your adult personality that gives you social poise, makes you friends, enables you to do your part in your group or community or even serve as a leader among mankind—or fails in these qualities—was determined in large measure by experiences that stamped their imprint on the beginnings of your social personality while you were a child.

These desirable qualities of body, mind and social personality, constitute my conception of health. The physical experiences, the emotional experiences, and the social experiences of your first years — the years of your childhood — combined to produce a composite of health that is physical, mental and social; it is never less than all three. The most powerful of the influences that laid the foundations of your health were furnished by the experiences—good or bad—of your play life as a child and your sports as a youth—or by a deficiency of such experiences.

Play is not the only power that determines the foundations and achievements of health. The influences that regulate, defend, or injure our lives are many and they are interwoven. No one of them exists alone. The power of heredity, of physical, biological and social environment, and the experience of heritage with environment, is a composite power made up of many factors all working for good or for evil. But the conception of play as a power that produces, improves, maintains, defends or injures health — physical, mental and social health—all three—is a proved conception that has been established as one of the basic principles of hygiene.

The diseases of decay that show the effects of the wear and tear of our aging years and are produced by the degenerations of such great organs as the heart, arteries, and kidneys, head our statistical records of annual deaths. These are diseases that many of us believe are more common nowadays because of the lack of adequate experience in vigorous muscular activity in childhood, youth and early maturity.

The annual increase in the number of people who are temporarily or permanently sick mentally, calls attention to the several causes of the mental sicknesses that keep our physicians busy and fill our hospitals. We know that the ungoverned emotional excesses of the wrong sorts of childhood play are among the most powerful of those causes.

These days of vicious leisure, social shame and broken homes, of kidnapping, lynching, murder, suicide, racketeering, of business cheating, political dishonor and professional dishonesty — give startling evidence of tragic deficiencies and defects in the foundations of the social health of our people. The formation of those unwholesome anti-social personalities whose behaviors damage and destroy health and life, begins too often, if

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A Community Children's Theatre

By BEATRICE ARLINE JONES
Community Center Commission
Palo Alto, California

WITH a brilliant future before it, the Palo Alto Community Children's Theatre last September successfully inaugurated its first season in the interesting new civic theater in Palo Alto by producing "Beauty's Beast," a four-act play arranged from the fairy tale of similar title. Their director is Hazel Glaister Robertson, a member of the staff of the City Recreation Department which is responsible for the maintenance of such activities in Palo Alto.

From the opening lines of the play to the impressive wedding procession of Beauty and her princely Beast, with the finale scene before an altar bedecked with exquisite white blossoms, the large audience, composed about equally of children and adults, listened and watched with rapt admiration as the youthful actors and actresses moved across the stage with almost incredible ease and spoke their lines as simply and clearly as if they were on the playground surrounded by friends and familiar objects.

In October they presented "Silver Caverns," a gossamer fantasy with mermaids and sea urchins, followed in November by a dramatization of the old story of "Hansel and Gretel," so augmented that it employed a cast of fifty children. Their December play was a Christmas pageant called "Star of the Sea," whose gentle beauty and utter simplicity enthralled crowds. January brought "Seven Come Eleven," a delightful comedy of the colonial South, with a comparatively small cast of fourteen youngsters, but many participated in "The Jack-in-the-Box Revue," which was presented in February.

About eighty children and young people, ranging in age from five years to those who are in junior college, are now rehearsing for the March production, "The Land of Cards," musical extravaganza in two acts, by Chester Wing Barker, a local playwright and composer.

Joyous abandon and real pleasure in acting are always present in plays given by this group, and all traces of self-consciousness are thus erased from the individual performances so that repeated curtain calls from a packed house fail to shake the poise or natural nonchalance of the youngsters.

Costumes always have an important place in children's plays, because the illusion is not complete for youth without some token of appropriate apparel, be it only one feather for an Indian, a bit of cotton to represent a rabbit's costume, or a piece of torn lace for a princess. These costumes are paid for out of the proceeds of the

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The Witch Moag with six of her "Gow" helpers, In "Beauty's Beast" presented last September.

Candy house setting designed by Walter Newcomb for "Hansel and Gretel, one of the productions.

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What Are Education Frills?

By MARVIN S. PITTMAN, Ph. D.
Director of Laboratory Schools
Michigan State Normal College

We hear much these days about fads and frills in education. In this article, which appeared originally in the *Journal of Health and Physical Education*, Dr. Pittman defines the educational frill. What he says will be of interest to recreation workers as well as to educators.

THERE ARE CERTAIN economic and social conditions in America today which are basic to all educational organization, administration, curriculum and methods of instruction. Before we can say what are "fads and frills" of present-day education, we must know the life of the people who are to be educated.

Our social and economic life is in constant change, affected by many forces—inventions, discoveries, domestic and foreign thought and conditions — influences of a thousand sorts. Among these are four which seem to me more potent at present than all others. They are the following:

1. America has become an urbanized nation. Approximately two-thirds of the nation's people now live within the corporation limits of cities and towns while there were fewer than 5 per cent who so lived when we became a nation a century and a half ago. Besides those who live within urban limits, all of our people have become urbanized in thought and in social and industrial practice.

2. America has become a mechanized nation. The simple home industries, characteristic even today of many other nations and so characteristic of our own a century ago, have passed into obsolescence, and with their passing have gone the inventiveness, the many-sided skills, the initiative, and the self-reliance and self-sufficiency so characteristic of the pioneer American. Machinery, usually large machinery, corporation-owned and corporation-managed, now fabricates practically all the things that we consume.

3. America has become a land of employers, employees, public servants, and public wards. America is no longer a nation of independent, self-sustaining families. Practically everyone is a part of some vast economic system—private or public. His particular task, his working schedule, and the size of his income are determined by someone else. Not only have the commodities which we produce become standardized, but the workmen who produce them have also. Sameness, monotony in type of work, and mediocrity of effort for the average American laborer have become outstanding characteristics of his daily toil. Like the soldier in the battle line, it is not his to ask why. Someone else has conceived the purpose, and has drawn the plan. It is for him only to follow the orders, do as he is told, and stick to his assigned routine. Day in and day out he does his monotonous, unintellectualized, unspiritualized, unconnected task. When he will be "laid off" and when he will be "put back on," what his income will be, and what he can plan with any sense of security for himself and his family, are some of the uncertainties which make his life a hectic existence.

4. America is now, and will become much more in the future, a land of tremendous, unorganized idleness for millions of its people, or else it will be a land of orderly leisure for all of its people, depending upon our sense of justice and its legal application to our industry. The efficiency of our machinery makes this inevitable.

These four great social and economic facts of our present-day life present problems of such magnitude to our nation in general and to our statesmen and our educators in particular that nothing less than the best thought and service of all will be able to conceive and to develop the ways and means by which to make wise adjustments. It is clearly manifest that in the future the schools must be so adjusted in curriculum, organization, physical equipment and administration

that they will properly educate a nation of people (1) who live in cities or are dominated by urban conditions and products, (2) who labor and live as an integral and an inextricable part of a machine economy, (3) who are employees — hired persons—in an industrial society, (4) who, if we use our social intelligence, will have short hours for work and long hours for leisure.

Plainly, to educate children in such an environment and under such conditions, in such a manner s to prepare them for effective living in the inevitable America of tomorrow is a task of gigantic proportions.

To do so we must have a bifocal and dual-purposed school, and at the same time we must have a school that will see the life of the future in its two phases—short hours of regimented labor and long hours of unregimented leisure. We must have a school that will prepare for both of these phases of life.

To do this effectively will require much of reorganization in school machinery, in curriculum, in methods of instruction, in teaching facilities, but most of all, in educational philosophy. Our philosophy must prepare us to understand what we are doing and why we are doing it.

In the future we must ask—everyone must ask —not only the philosophers in our schools of education, our school superintendents, and our building principals, but our classroom teachers, our parents, our taxpayers, the children in the schools, and the man in the street—all must ask and must answer the question "what is this education for? Will it serve the purpose for which it is intended? Is this the best way to secure the education that we must have in the future?"

The honest and intelligent answering of these questions will require us to do two things:

1. To read much, investigate much, discuss much, think much, come to know much of the present-day economic and social order, and to practice much under clinical conditions in order to be able to fit the product of our schools into industry as efficient workers.

2. To learn much through observation, participation, and investigation of the interesting, joyous, and beneficial ways by which to spend leisure time so that we and society may be benefited by the leisure.

I have little doubt but that we shall apply ourselves with intelligence and vigor to the first of these questions—the vocational question. If we do, we shall make large and radical changes in the method and content of vocational education. The social studies of a rich, varied and practical type, and an intelligent study of vocations with wise vocational guidance will become the in-school phase of such a course, while a rich capitalization of the vocational facilities of the community will become the practical or clinical phase of such a course. Manifestly, the school organization and administration must be such as to illustrate mass organization of human beings and, thereby, to habituate the students of the school to time schedules, straight-line administration, piece work, mass production, routine, and all of the other things so characteristic of our urbanized and mechanized life.

What of Leisure?

We are likely to prepare for the second phase of our life — leisure — with less intelligence, less vigor, and less realization of its tremendous importance. We are likely to think that common sense and individual initiative will take care of leisure time. *It will do so provided the right knowledges, skills, appreciations, and attitudes*

A corner of the beautiful Shakespeare Garden created by Donald Gorden, Superintendent of Parks, in Memorial Park, Oklahoma City

Park Department, Oklahoma City, Oklahoma

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We are beginning to see a revival of old arts. The school can have a large part in developing an appreciation of beautiful craftsmanship.

Courtesy American Journal of Nursing

have been established in the individual before the bulk of leisure time occurs. We must bear in mind that most of the *vocations* of the future will be directed, superimposed, and they will require little purposing and planning by the persons who execute them, but the *avocations* will be very different. They will be self-chosen and self-directed. Relatively, then, it will take *little education* for the vocational preparation but *much education* for avocational efficiency.

In the past we—the public—have not thought about our leisure. We have interpreted it too narrowly. We have thought of it as a week's vacation in the summer or merely as a few Saturday afternoons and a few legal holidays. We have not considered it as *our* problem. Whatever problem there was to it has been considered the problem merely of the playground director, the Scout leader, the one person whom we had hired for that purpose, or of the one person who engaged in such activities on his own initiative only because of his own peculiar personal eccentricity. This conception of leisure time, its possibilities and its problems, is now an outworn, impractical conception, yes, even more—it is a socially idiotic and criminal conception. In the future, leisure time is going to become even more than it is now—and now it is great enough—one of our greatest social liabilities or social assets.

What shall we do with our leisure time and how can we prepare our people to capitalize it is, in my humble opinion, the greatest question before America today. How we will use our leisure in the future will be a much more important question to society than how we work. Our leisure will express the real ideals, personal and social habits of the nation.

You, who have worked so long and so intelligently in this field of activity, have learned that—

1. Man must be taught even to play, that when left to himself he is an idler.

2. He must be taught what to play, that is, he must be given an intellectual basis with which to play; he must understand the game before he can get much satisfaction from it.

3. He must actually participate in the game to fully appreciate it. It must become a part of the nerve life and muscular habit of his body before it means much to him.

4. He must learn to play while he is young if he is going to relish play when he is mature. Where is the person who learned with delight to fish, hunt, play ball, dance, or participate in other forms of physical sport, golf excepted, after the age of thirty? The enjoyment of any game depends largely on the degree of skill with which it is performed and it must be realized that skills are acquired in youth.

While teaching in the University of Mexico three years ago, I observed the operation of a physical education program directed by a splendid type of Mexican citizen and educational leader who was a graduate of the University of Texas and of the International Y. M. C. A. College at Springfield. He was doing little less than the marvelous in the re-creation of the play life and the capitalization of the leisure time of Mexico. The children, the youth, and even adults were all finding leisure a new and far richer possession be-

cause of the new and delightful uses to which it could be put. Such a service can and should be rendered by physical education in all nations.

What has been done and is being done with physical education can be done and must be done with other subjects of the curriculum. We must see their new possibilities and use them to new and richer ends than in the past. The worthwhileness of subjects in the curriculum of the future must be judged by one of two standards: (1) to what degree does it facilitate earning a living? or (2) to what degree does it make leisure time wholesomely enjoyable?

When we apply these tests, it means that we shall cease studying geometry, algebra, physics, chemistry, Latin, and German because they are necessary to get into college or to get a diploma and get out of college. We shall study them *only provided and only to the extent that they will help the person who studies them to earn effectively or to live richly.*

The application of these purposes would not mean that we would study less of science. It would mean that we would study much more science. The study of science would become the hobby, the obsession of many children. Instead of studying one book which they would hate and would burn on the day the course was finished, they would read, study, devour volumes dealing with science—all of the sciences. They would acquire personal libraries on science and treasure their books as priceless possessions. Instead of thinking of a room in a building or a building on a campus as the only repository of science, they would then recognize the great out-of-doors as the best laboratory and the greatest of all repositories of science. Every mountain and every gorge would be a page in nature's geology; every tree and every flower would be a living picture in the latest and best book on botany; every brook would be an aquarium; the falling rain, the shooting star, the rainbow in the heavens and the lengthening shadow at eventide would be an ever present laboratory of physics; the magic powers of chemistry would be seen in the fermentation so abundant in nature; and every night would spread out before the wondering gaze of the learner the awe-inspiring and inexhaustible encyclopedia of astronomy.

While I think that physical education workers have been the leaders in this field of capitalizing leisure time, I do not believe that physical education workers, in general, have sensed the great possibilities of the activity for which they are responsible. Group games and athletic contests have their place in the life of youth, but too great a stress is placed upon the winning and too little upon the playing. We have the world's best football, baseball, and basketball teams, but the players are "shooting stars" who soon pass from the firmament of physical activity. In general, our people play only when there are shouting throngs on the bleachers and good gate receipts. So long as this is true, physical education directors can hardly justify their salaries or the support of intelligent citizens in a democracy.

The difficulty with our physical education program is that it depends almost entirely upon the actual physical presence of the physical director himself. The true function of the teacher and the physician is to make themselves unnecessary. This the physical education director in America has not yet done. When he leaves the activity ceases. The men and women of England and Germany and of much of Europe in general are physically active. They walk for miles daily, every week-end and every holiday. Our American men and women do not. Our school sports have not carried over into life practices. Until they do, we must say that even physical education is guilty of the evil so common to all American education—the evil of immediacy. The fraternity of physical educators owes it to America to teach physical education so that the knowledges, skills, appreciations, and attitudes which they seek to develop will not cease with awarding the merit badge, the letter, the sweater, and granting the loving cup and the college diploma, but will persist throughout life, maintaining physical vigor and zest, mental relaxation, and spiritual refreshment. The regular educational program of physical education offered in the schools should be but the beginning, the initial stages of a program far more rich, far more varied that would be pursued throughout life.

What is true of science and physical education could be true, should be true, would be true, of music, of art, of industrial art, of literature, of history, of almost anything and everything offered in the curriculum if we could and would but get the true purpose of it clearly understood by all who are interested in effective public education and get them all to see how the program can be best advanced. The entire field of the world's knowledge would become the available curriculum; numerous activities would be stimulated,

(Continued on page 306)

Modern Principles of Education for Leisure Time

By DANIEL P. EGINTON

THE DEPRESSION is proving to us that problems growing out of increased leisure time are exceedingly grave ones. Millions of unemployed are "lost" with their leisure time. As a result of the passing of the American frontiers to which the excess people could migrate, the modern technological processes and the invention of machines displace men and shorten the hours which they must work, the sixty-hour working week is fast giving way to the forty which still fails to provide sufficient employment to the army of workers. For the first time in history, we have developed a civilization in which man is blessed with sufficient leisure time to do things which should promote his general welfare and that of others. He now has time to attend symphonies, read extensively, paint pictures, study art, converse with nature, and otherwise recreate himself. In general, however, the things which he does during leisure time are a sad disappointment. Instead of actually improving and recreating himself during leisure periods, he often wastes them or even slowly destroys himself through dissipation.

Few would agree that Americans have followed the words of their father who advised us to let our recreations "be manful not sinful." Our great problem today is to create a civilization that does not degenerate because its citizens do not take advantage of the opportunities of leisure time. Hundreds are voicing the need of training children for the use of leisure time, especially through the use of physical activities. Their means or programs, however, are often vague, confused, and sometimes quite meaningless. We need a detailed analysis of the specific problems involved and a statement of guiding principles and definite ways and means before we can formulate a program. The following principles are suggested as guides for a sound program.

Dr. Eginton, Assistant Supervisor in Research and Finance, Connecticut Board of Education, suggests here not a special leisure time faculty in the school to train pupils in the use of leisure, but a school program through which they will develop varied, permanent interests and skills in the creative arts, reading and other subjects. He presents in this article some guiding principles to help in the formulation of such a program.

Some Guiding Principles

1. *Preparation for worthy use of leisure time should be an outcome of all educational activities, not a separate course or something added to the regular school program.* There has been a tendency at times to speak about "training for the use of leisure time" as though we had a special leisure time faculty which should be exercised and developed through some special technic which has never been clearly worked out. Such a procedure is faulty because the things which we do during leisure time are determined by all our habits, attitudes, interests, wishes, opportunities, and capacities. It follows, therefore, that it is quite impossible to help persons educate themselves to use leisure time profitably except through more efficient realization of all the purposes of education. There are no short cuts or quick recipes which the schools can use satisfactorily. The best preparation is a good school system where pupils are developing varied, permanent interest and skills in the creative arts, reading, sciences, and what-not, an understanding of the things one may and should do during leisure time, and identifying themselves with some worthy dominating purposes.

This does not mean that it is not desirable that there be a special period or time when the problems or experiences pertaining to leisure time should not be systematically checked upon and dealt with in an effective manner. Dr. Goodwin Watson even goes so far as to propose that in the reorganization of secondary schools

It is only through the combined efforts of all community forces that adequate facilities and activities are provided

Courtesy Los Angeles Playground and Recreation Department

there should be a special department which he calls that of recreation. His analysis of the activities which might be carried out in this department is most challenging:

"A Department of Recreation would be concerned with a variety of things people want to do to make life enjoyable. Students would learn enough of the fundamental skills of running, dancing, skiing, tennis, bridge, and the like so they should not have to make up excuses when they are invited to do these things. They might practice remembering and telling stories, and learn how to dress in order to be at ease in a group. Some would want to try block printing, others would work in the music field; some would like to make an aeroplane, or build a camp in the mountains; many would like to read what they want to read. Some would want to read detective stories; some would like to read Browning; but let us not have them pretending to like something they do not enjoy. Some will find their recreation in mathematical activities — which are much more fun than cross-word puzzles. . . . I should like them to find the relationship of these recreational activities to their daily work, in such a way that they can carry a play attitude into their work rather than this preposterous seriousness that business men carry into their offices to be compensated for on the golf course. Similarly, with art; we might have less isolation in museums and more integration with things like hamburger stations, street cars, and the general architecture of our civilization." [1]

Such a department would probably be desirable in many of the over-academic secondary schools of today for pupils who have never learned many of these things in the elementary schools. As a general policy, however, it overlooks the facts that the elementary schools can and should accomplish many of these things and also stresses faulty specialization and compartments in the curriculum. There are a number of special recreational activities which are not suited to children below the age of adolescence. These should be taken up in a well adjusted high school curriculum.

2. *Pupils should begin to learn how to use leisure time profitably as soon as possible.* When educators speak about leisure time they generally refer to the adult working class, forgetting that pupils in school use approximately forty per cent of their time in leisure activities. Too few schools recognize their opportunities and responsibilities for helping children right now to expand rather than to thwart personality development when they are free. Obviously, the best way to guarantee proper use of leisure time tomorrow is proper use of it today. The schools which are really trying to develop the whole child must check carefully to determine just what are his out-of-school experiences and interests, how these promote or retard desirable growth, and how they may be improved, harmonized, and made supplementary to those which are considered valuable experiences of the curriculum.

3. *Wholesome recreational centers, grounds, and equipment and play opportunities should be provided.* One of the most essential parts of a balanced, integrated program of recreational activities is that of providing the centers or means needed to offer children suitable recreational opportunities. It is quite impossible to keep many children off the streets, away from pool halls, questionable dance halls, and licentious shows unless other places are provided for them to play games and enjoy other forms of recreational activities. The schools can accomplish much toward

1. Watson, Goodwin, "A New Secondary School," *Progressive Education*, 8:301-10: April 1931.

providing the necessary playgrounds, reading rooms, parties, perhaps shows, and whatnot, but since this must be a community program, all of the combined efforts of all community agencies and organizations must be exerted to outline and carry out an effective and complete program. The resources needed obviously must vary in accordance with the size and location of the town or city and the natural resources such as rivers, hills, and parks already available. Among other things which are usually considered necessary are an outdoor playground, equipment for playing baseball and other vigorous games when weather permits; indoor playing space and provision for such games as bowling, ping-pong, and pool; libraries and reading rooms; skating rinks, and swimming pools.

4. *People should learn to create much of their own entertainment.* We must always remember that man's greatest satisfactions are those which come from real intellectual achievement. It is equally true in the use of leisure time. Other things being equal, the greater the creative element the more enjoyment and recreation, providing it does not demand too much vitality. Thus, the personal hobbies which we develop are among the best kind of recreation since they provide many opportunities for creative production. The weakness of many of the present vicarious recreational experiences (watching shows and games, playing with commercial toys, card playing, listening to radios, dancing, riding in cars, etc.) is that they fail to challenge sufficiently to stimulate creation which is so badly needed if we are to develop a distinctive American culture. Some of these forms of commercial recreation are also of doubtful moral value. The practice of boys and girls and also adults developing their own forms of recreation should also strengthen the home so that it will become the center of common activities and common interests such as it was before commercial recreation became so prevalent in America. Perhaps this is one of the strongest arguments for helping people become more self-sufficient and self-directive in the determination of creative recreational activities.

Courtesy Louisville, Ky., Division of Recreation

The school should develop interests and aptitudes in line with avocational and hobby activities.

5. *Recreational activities should be considered as means and ends rather than merely as ends.* Ideally, man should be so well adjusted vocationally that he would not feel that urgent need to be released from something, to escape the disagreeable, to compensate for some feeling of inadequacy, or to find means to make him forget. A properly adjusted man needs no time or means of re-creation any more than a well-charged battery needs recharging. He never becomes over fatigued, bored, emotionally upset, or gets behind himself! Unfortunately, it seems many people are so badly adjusted that vocation becomes the secondary and recreation becomes the primary object of life. Here leisure time is the end — the time to make "whoopee," to eat, drink, and be merry, and to seek sensuous entertainments. There is much seriously wrong when this practice is the rule and not the exception. Occasionally this may be desirable to release suppressions and effect a good mental catharsis. Leisure time should be a time of doing things which cannot be done during regular working hours, of carrying out recreational activities which re-create man and promote growth of the personality. It should be both the means and the ends—a complete unit of living.

6. *Pupils should cultivate some recreational activities which further the development of vigorous health.* People who do not have sufficient opportunities to be out of doors during the performance of the regular work should have at least one outdoor recreational activity or hobby for each season which will challenge their interest, give them pleasure, get them into the open spaces, and give them exercise in accordance with their needs. Participation in outdoor sports and games offers one of the best of leisure time activities since it promotes health. Therefore, schools should seek to get boys and girls interested in games such as tennis, golf, horseback riding, hiking, baseball,

and hand ball. These also have a good carry-over into adult life. While the games of football and basketball are sensational and popular, they are subject to severe criticism because they cannot be pursued by the student after he has been graduated. Schools should be equipped with tennis courts so that pupils will learn to play tennis. They also should sponsor outdoor hikes.

7. *The schools should help pupils discover and develop aesthetic interests and aptitudes.* The creative arts offer one of the finest types of recreational experiences because they usually can be studied alone and do not cost excessively. The great emphasis on arts in the new schools is due to the fact that they encourage self-expression and also provide cultural activity which can be studied with valuable returns during leisure hours. Thus, the field of creative arts offers a means of providing at least one recreational activity for many people.

8. *The school should explore and develop interests and aptitudes in line with avocational and hobby activities.* These may best be explored through the activities of the curriculum. Thus, pupils should be encouraged to participate in activities of vocational significance such as those in connection with the camera, art, handicraft, radio, auto repair, music, and millinery, since these offer some of the most favorable opportunities for pupils to use their spare time profitably and pleasantly. This is a desirable kind of home work in a modern school. These activities are often so interesting, challenging, and worthwhile that they are pursued even when not required. Many of these are enjoyed throughout life and are an unending source of enjoyment for the adult, a fine type of recreational or leisure time activity.

9. *Leisure or recreational activities must be individualized or adjusted to the different interests, abilities, and occupational pursuits.* Some activities such as playing cards, going to motion pictures, dancing, reading, listening to or creating music, and attending lectures appeal to the majority of people and are accessible to them. Some activities such as travel, golf, horseback riding, sailing, going to the opera, and swimming may appeal to the majority but are accessible to only a small percentage of persons because of economic limitations or inaccessibility of location. Some activities such as hiking, nature study, writing, and music are accessible to all but have an appeal to only a limited number. Other activities such as radio operation and photography appeal to only a small percentage of people and are available to only a small percentage. Through a thorough study of the individual and his economic and social background the schools should help the pupil to choose his recreational activities wisely in terms of his interests, needs, and capacities. Pupils who should engage in some vigorous outdoor game but who have no interest in it often can be encouraged to participate in one in order to insure health even though the activity may not be enjoyable at first. Usually they find that their interest in such an activity increases with the increase in skill and knowledge. They should not be forced but rather coerced through the stimulation of an inviting situation. Some pupils who have a tendency to over-specialize or overdo a hobby should be encouraged to develop other interests in order to avoid the thwarting social or health effect that may result from overdoing some activity.

10. *People should have several recreational interests.* One of the most important ways of making friends is through common interests such as playing bridge, bowling, golfing, discussing, enjoying the drama, and dancing. The person of varied interests and skills is much more likely to be a leader, liked by his associates, and live a fuller life than the one who thinks that he does not have time to waste in such trivialities as bridge, dancing, games and sports. The misfit who cannot "get by" generally develops a beautiful "rationalization" that only idiots play cards, shoot golf, collect butterflies, and attend operas. A wide variety of interests not only furthers the growth of understanding and personality and helps one socially but it also makes it possible for one to find desirable recreational opportunities in a variety of different conditions — in summer, winter, in the city, in the country, Monday night, Saturday night, Sunday night, when in various groups and when alone. This, of course, is most desirable and practically necessary if one is to become socially fit and adjusted in various recreational situations. Some of these interests are even valuable for occupational purposes so as to insure greater adjustability and economic security.

"Painting, sculpture, music, literature, dramatics and the discussion of current social issues are part of a reserve culture which we may now begin to explore. In the years that lie immediately ahead, more than ever before, a person will be judged by the way in which he uses his free time."—From *Youth Inspects the World.*

Folk Culture and Leisure

By PERCIVAL CHUBB

"The National Folk Festival served a double purpose: it entertained large numbers of people with leisure time on their hands, and at the same time it was the beginning of an organization to enshrine in the hearts of Americans native American art while it can still be found—while the people who have known the old ballads, the traditional dances, the folk arts and handicrafts, still live." — *Sarah Gertrude Knott*, National Director, National Folk Festival, St. Louis.

ST. LOUIS has recently rounded out a three week celebration of the opening of its new auditorium and civic center with a national folk festival, the first of its kind. This bold enterprise brought to the city from the hinterlands an assortment of groups—Kiowa Indians, New Mexicans, Ozarkians, Appalachians, Carolinians, cowboys, lumberjacks, Negroes and others — to present some of the fading folk arts conserved by them. With these came a few folk-lorists to discuss some points of scholarship.

The festival scored a popular success. It was on the whole a good show—novel, quaint and at times sensational. But its more serious significance lay in its bearing on the pressing problem of developing leisure activities to fill the large increment of spare time now being forced upon the masses of laboring folk. How far does the solution lie in the recovery of these perishing forms of folk culture which specialists are hastening to record before it is too late? How many of these entertaining items were more than museum pieces destined for exhibit, along with antique furniture and costumes, in our mortuaries of outmoded treasure? And how many had a future for the "new leisure"? Not that the antiquarian interest in them is to be disdained, but it was obvious that many of these lingering folk arts assumed conditions of life, forms of labor and association which are swiftly disappearing under the greatly changed circumstances of modernized life; also that some of them have little or no survival value partly for this reason and partly because they are crude and unpotential.

"From east and west and north and south our groups came. Seventy mountain people from Asheville, North Carolina, under the direction of Bascom Lamar Lunsford, drove through the country in buses and cars to give a demonstration of the square dances which are still a part of the lives of the people who live in the shadow of the Great Smokies. They sang their traditional ballads. Bringing their own scenery and properties came the Carolina Playmakers, students from the University of North Carolina, who, under the direction of Frederick Koch, appeared in dramas written and staged by themselves, which portray the tragedy and comedy of their own cotton fields, milltowns and mountains."

Nevertheless, in a larger view of the situation it is a matter of recovery—the recovery of the arts of folk participation which flourished in days when life was less hurried and congested and exhausting than it is in these days of "stepping lively" and "go-getting"; it is an effort to replace the commercially provided amusements which ask only an admission fee to a movie house or the bleachers or the price of a radio set. The issue is as between folk culture and provided amusement; between active enjoyment and passive; between amateur undertaking and professional entertainment.

This issue is obscured by our misleading use of the word "leisure." Is idleness leisure? Is aimless loafing leisure? We confuse mere spare time with the use of it to some humanizing purpose. With this usage we may allowably fear "the menace of leisure," to use one writer's phrase. But this is obscuration. Instead we should speak of the menace of spare time and the hope of leisure. Such hope is that the mere fragment of a man that finds exercise in the routine and highly specialized labor of a machine age may be expanded in fruitful leisure to the dimensions of his larger humanity, engaging

his faculties of creativeness and admiration, of curiosity and exploration, as well as finding an outlet for his bodily energies and keeping him healthy and wholesome —literally whole-some, the whole man. In other words, the task we face is the conversion of spare time into leisure.

The recovery of lost inducements to such creative cultural use of spare time was suggested by the rich exhibit of folk crafts that supplemented the stage exhibits of the old leisure arts of song, dance, balladry and drama. We lament for esthetic reasons the passing of the handicrafts. But here was the suggestion and promise that they be brought back as leisure activities. Here, in this craft display, were beautiful products which many of us would prefer before their machine-made equivalents. "The expression of man's joy in his work," William Morris saw in such flowerings of beauty in the utilities. Why should not this joy be recaptured by gifted hands in the spare time which may thus be dignified as happy and fruitful leisure? And so, similarly, why may not the collective arts of song, dance, drama, be recaptured by the folk of more average endowment? Arts the instruments of which they either possess in bodies and voices or may easily obtain at small cost.

A further suggestion came of the participation in the Festival of the Carolina Playmakers under their leader, Frederick Koch. Here was forward-looking, creative work. It was a reminder of the many endeavors afoot to organize folk effort in little theaters (one in St. Louis itself), folk-dance societies, musical competitions, and so on. This linkage needs recognition and encouragement, and future folk festivals may well give a subordinate place to survivals whose interest is mostly antiquarian, and feature chiefly the new developments that will serve the new leisure in the modern spirit, and especially among the industrials of the towns.

Some of the more vital survivals need just such an injection of the spirit of the future. We would not fail in proper tribute to some of these groups, especially our nearest neighbors, the Ozarkians. These entertaining visitors were the pick of successful competitors in a regional festival held in Springfield, Missouri. Their zest and joy were contagious; the folk spirit was triumphant. They were a refreshing antidote to our flat and wearied urbanism. But need they live so exclusively on their past? Is not growth, development possible? The same may be said of the Appalachians. They, too, one felt, needed the challenge to new creative activity. From Chapel Hill, from innumerable college and high school organizations, dramatic and musical, should the leaders of this folk culture of the future come. This, in turn, opens up the question of how a new education can meet its greater responsibilities in the preparation of the young for fruitful leisure, to avert "the menace of spare time." But this is another matter.

"From Daytona Beach, Florida, came a group of Negroes under the leadership of Zora Neale Hurston, whose presentations of dances, work rhythms and games included survivals of African origin. Definitely religious was a concert of Negro spirituals sung by a St. Louis group of a thousand Negro voices directed by C. Spencer Tocus and Major N. Clark Smith. As a contrast there was the more severe and ordered harmony of the Old Harp Singers from Nashville who rendered examples of "white spirituals" from the hymn-books of our fathers and great grandfathers collected by Dr. George Pullen Jackson, who appeared with the group. And of still more ancient origin were the fiddle tunes and ballads sung by Jilson Setters, the Singin' Fiddler of Lost Hope Hollow, Kentucky, some of which have been definitely traced back to the England of Queen Elizabeth and Sir Walter Raleigh."

One other point was brought home, namely, the importance of selecting the best material for presentation. Quality is a consideration. Although this was a groping first attempt and can be bettered, it was worth while. It has per-

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Libraries in Community Buildings

By SUSAN T. SMITH
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LIBRARIANS differ in their opinions as to the extent of library service. Some consider its function to be confined wholly to the reading and circulation of books. Others look upon it as a strong socializing force in the community, and promote lectures, classes, discussion groups, anything in fact that will stimulate intellectual growth. They are unanimous, however, in their belief in the satisfaction books can give, and in their endeavor to reach hundreds of potential readers who, so far, have evaded them.

Special studies have shown that books to be read should be accessible, both as to housing and arrangement on the shelves; should be available when the instinct prompts; and should be guided into the right hands whenever the need arises.

Lowered incomes and increased use of libraries have focused attention upon ways and means of achieving maximum service at minimum cost. Consolidation of expenditures offers one solution to the problem, and the housing of the library in a community building is a specific example of how a financial saving may be accomplished.

In a Park Field House

The idea of a library in a community building is not a new one. For many years branches and small town libraries have been housed in community buildings of one sort or another; in some instances proving definitely unsatisfactory, as in school buildings, for example. In other cases a noticeable increase in the use of books by the people of the community has been noted.

A brief survey has been made of some of these community libraries with a view to weighing advantages and disadvantages and profiting from the experience of the librarians in charge. It is obvious that there is much to be gained in certain sections of large cities from a pooling of community resources by consolidating some of the recreational activities. A successful example as it applies to the library is the Camden Park Library, located on the second floor of the Park Field House in Minneapolis. Operating expenses are shared with the Playground Department. The reading room has been placed on the second floor, thus removing one objection—that of noise and confusion. Miss Countryman writes: "We have always felt that the combination was a happy one. The children especially use the swimming pool and playgrounds in summer and the skating rinks in winter. When they are tired

One of the branch libraries in Minneapolis is located on the second floor of the Camden Park field house. Book capacity is 5,500, while the seating capacity is sixty.

Courtesy American Library Association Bulletin

This article, which appeared in the *Bulletin* of the American Library Association for June, tells how successfully libraries in a number of cities are being housed in recreation centers and community buildings of various types. The article is reprinted here by courtesy of the American Library Association.

of playing they come up and settle down happily with their books. The library to them is one of their happy recreational spots, a feeling that is shared by their parents, who also participate in the community pleasures offered in the park."

Doubtless many of these parents had never developed a reading habit. Here, close at hand, was a new form of recreation, attractive books to read, and a friendly person to help select them; accessibility, availability, and guidance exemplified. Minneapolis had two branches in field parks but one expanded so rapidly that it outgrew its quarters and had to be moved to a school building. The children continued as patrons, but not the adults.

The North Berkeley Branch of the Berkeley, California, Public Library has been housed for several years in an old house in Live Oak Park. A recent residence survey of the registered borrowers disclosed the fact that they all come from the neighborhood immediately surrounding the park, which is not true of other branches in the system. Accessibility again makes readers.

In villages and small towns many combinations of community service are to be found. The best known is that of the library in the women's club, sometimes supported and administered by the club again, under municipal control. A librarian of the first type writes that the library room is on the first floor of the club house, club rooms and auditorium above, and adds: "I find the noise and commotion overhead most objectionable. Club affairs take precedence over any claims of the readers in the library."

In a Municipal Building

Another combination, frequently noted, is that of the library with some municipal or governmental department. Only a fireless city could make a reading room in the firehouse desirable, and yet this arrangement is quite common. One fire lassie custodian reports that her patrons care more for newspaper reading than for books, since they have to rush out so frequently to "see where the fire is." Branch libraries in the city hall, the court house (if a county seat), or the farm bureau center, are often in a most strategic position and serve a wide and varied number of readers.

A successful variation in consolidation has been tried by the branch of the Alameda County Free Library in Pleasanton, California. Pleasanton is a small town in an agricultural community, mostly of well kept orchards, stretching up into the surrounding hills. The Women's Club is a deciding factor in the community and maintained a free reading room until the county library came to take it over. The town authorities needed a place to transact business, the club women had paid for a lot upon which to build some day, and the library had expanded so fast that the small club room would not hold all of the books or readers. A compromise was reached among the three groups, by which the club women deeded their lot to the town fathers and the town fathers put up a building on the property, so planned that the city offices are on one side of the wide hallway, the branch library and club rooms' quarters on the other. Folding doors separate the two rooms, and the friendliest sort of cooperation exists. Each profits from the close proximity of the other.

It is the community house with its manifold activities under one roof that is best suited to our study of economical service.

In Homestead, Pennsylvania, the Carnegie Library is the center of recreational activities in the community. Occupying a whole square, the building houses, besides the library, an athletic club with gymnasium and swimming pool, a theater or music hall, and the boy scouts and other organizations on the second floor over the library. The librarian reports economy in the management and operating of the different enterprises, as, in addition to his professional duties, he directs the club and the theater. The coming together of all these people, afternoons and evenings, does make for a large circulation record, but the noise and confusion overhead and on either side is not conducive to quiet reading.

Pictures of the Tracy Memorial Building, at New London, New Hampshire, show a lovely, colonial house set in a beautiful garden. This is what the librarian writes about it:

One thing that appeals to numerous visitors is our lack of an "institutional look," as some of them express it. The building is a hundred-year-old landmark of the town, remodeled within for present usage. The removal of partitions between two rooms and a hall has given us a lovely reading room with a fireplace, for actual use, at either end of the room. A soft, dull rose is used for the walls throughout the building and was a color found somewhere in the old house. A hole and groove design found under the windows has been repeated under the windows all over the building. In this way the color and design of the old days have been preserved. The woodwork is white except in the assembly hall, where all woodwork is stained brown. Hand-hewn beams in the assembly hall add to the charm of the building. Low posted rooms (as compared with the general run of libraries) and hangings at the windows are pleasing. The assembly hall has no hangings at the windows and is two stories high, as a floor was removed in that part of the building.

The wall board shutters, made to fit the windows of the first story of the assembly hall and stained brown like the wainscoting, make it easy to convert the hall into a small art gallery or for exhibition purposes several times a year. A radio and good small grand piano in the assembly hall are useful to such organizations as the Women's Club, choral groups, and orchestra, meeting here. For greater quiet in the library, when the instruments are in use, I would advocate sound-proof partitions in that end of the hall on the first and second floors. Community interests bring people to the library, library facilities may be adapted to affairs taking place in the building, and thus the librarian's aim to serve the public is aided by their presence there for some other purpose at first. Nearness to the town schools makes possible considerable use of the combined library and community house.

Our garden back of the building is a lovely part of our plant, for it permits out-of-door affairs for organizations meeting here, as well as fitting into our plans on numerous occasions. It provides opportunity for outdoor work connected with the children's room at proper seasons of the year. The old apple trees provide fruit for the basket at the library desk, where people are asked to "take one as you go out," which does away with the problem of eating within the building. The flower beds about the grounds provide for bouquets in the building for several months of the year.

In a small town, with no bank, we are bankers as well as librarians, having a storage vault and fifty regulation deposit boxes, most of which are constantly rented. It is a convenience appreciated by those who formerly went to banks in one of four surrounding towns or cities for deposit box privileges before our community building was opened in 1926. Everything considered, I would say that a combined library and community house in a small town work out very well.

Fifty-five per cent of the population use the Moorestown (N. J.) Community House library, located in a garden 150 years old. The building, with its wings on either side of the central hall, is admirably adapted for economical as well as efficient administration. The library in the right wing has a book capacity of 20,000, and seats from seventy to a hundred people. Since it was moved into the community building six years ago, the circulation has grown from 16,000 per year to 80,000. In the spring and fall, when the windows are open, glee club practice and the drum and fife corps are at times disconcerting, but the librarian feels that these are overbalanced by the greater opportunity that is given to work in close contact with every group and organization in the community. That is the point stressed by all of these libraries in community buildings—economy of operation is secondary to

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The exterior of the municipal building in Columbia, Missouri, in which the library has quarters. This combination is one which is frequently to be found in our cities.

Courtesy American Library Association Bulletin

Space Requirements for the Children's Playground

(Part II)

Summary of Space Requirements

The following is a summary of the essential space requirements for the children's playground:

Facilities and Areas Essential to	*Square Feet Required*	
Physical education activities (schl. hrs.)	87,505	
After-school physical education activities	10,000	
Other educational play activities	7,600 to	9,500
Facilities for additional play	3,270	
Additional game courts	28,100	
Shelter house	0 to	2,500
Beauty	6,000 to	10,000
Paths, Circulation and Safety	7,000 to	15,000
Total	149,475 to	168,375
	(3.43 acres to 3.87 acres)	

Other facilities, types of apparatus and game courts are found on many playgrounds, but it is believed that the preceding discussion includes the most important playground features. It will be noted that baseball, perhaps the most popular sport among boys twelve, thirteen and fourteen years of age, is omitted because of its large space requirements. It is true that the space suggested is sufficient to permit the playing of baseball by young boys, provided the grounds are properly laid out. On the other hand, if or while it is played, the number of children who can use the playground at the same time is greatly reduced. Many playground leaders, recognizing the value of baseball, permit and encourage its use, even on small playgrounds. It is highly desirable that the playground be large enough to permit the game, although because of the danger of accidents, some leaders believe it preferable to limit the playing of baseball to the playfield and athletic field. However, if the playground is properly laid out, the addition of an acre to the minimum space suggested here, would permit the "great American game," so popular among boys, to be played with safety and without depriving other children from taking part in the activities listed. Because of this fact, the five-acre playground offers a much greater attraction to the older boy than does the playground of 3½ or 4 acres.

The following list reviews the various features that have been recommended, and their space requirements. The approximate number of children whom they can accommodate at one time if used to capacity—designated in this statement as child

Because so much space is needed for baseball fewer children can be served in a given area.

Courtesy Recreation Department, York, Pa.

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capacity—is also indicated. The importance of these various features and their place in the playground will be generally recognized. It will also be clear that they apply to all "standard" children's playgrounds and not to any particular type. They represent the essential features which it is believed should be provided in a playground intended to serve the various needs of children from 5 to 15.

Facility and Area	*Sq. Ft. Required*		*Child Capacity*
Apparatus			
*Climbing tree	100		6
Slide	450		6
*Horizontal bars (3)	500		12
*Parazontal bars	600		12
*Horizontal ladders (2)	750		16
Traveling rings (stationary)	625		6
Giant stride	1,225		6
Small Junglegym	180		10
Low Slide	170		6
**Low Swings (4)	600		4
**High Swings (6)	1,500		6
Balance beam	100		4
See-Saws (3-4)	400		8
Junglegym (medium)	500		20
Total		7,700	122
Miscellaneous Equipment and Game Spaces			
**Open space for pre-school children	1,200		25
Open space for games of children 6-10	10,000		80
**Wading pool	3,000		40
**Handcraft and quiet game area	1,600		30
Outdoor theater	2,000		30
Building block platform	400		20
Sand boxes (2)	600		30
†Shelter house	2,500		30
Total		21,300	285
Special Areas for Games and Sports			
Soccer Field	36,000		22
Playground baseball (2)	38,125		40
Volley ball court	2,800		20
Basketball court	3,750		16
Jumping pits	1,200		12
‡Paddle tennis courts (2)	3,600		8
Handball courts (2)	2,100		8
‡Tether tennis courts (2)	800		4
Horseshoe courts (2)	1,200		8
‡Tennis courts (2)	13,200		8
‡Straightaway track	7,200		10
Total		109,975	156
**Landscaping		6,000	
**Additional space for paths, circulation, etc.		7,000	
Grand Total		151,975 (3.49 acres)	563

* This apparatus—at least one of the units—might be omitted on playgrounds which are not to be used in connection with the school physical education program.

** These requirements may be considered as a minimum and on some playgrounds it will be advisable to allow more space or provide more facilities.

† The shelter house might be omitted where the essential facilities are otherwise provided.

‡ One or both of these courts could be omitted where space is exceedingly difficult to acquire, but with a corresponding reduction in variety of service rendered.

The apparatus, equipment and game spaces on the preceding list represent the estimated essential requirements for meeting the various play needs of six hundred children. In determining these requirements the unsound and hazardous practice of estimating the percentage of children who can be expected to be on the playground at a given time has been avoided, except in the case of the school physical education features which can be calculated with considerable accuracy. It is of interest to note that if all these suggested features are used to capacity, 563 children can be accommodated. A much larger number can be served when the playground is used for highly organized mass activities such as play days or festivals. Many of the features, however, such as the theater, the jumping pits and certain types of apparatus are used intermittently and the wading pool is used only for a brief season. Therefore it is probable that there would never be more than 500 children on the playground at any one time and that usually the number present would be considerably less.

A playground of the type suggested is likely to attract a much larger number of children of different ages and interests than do many existing playgrounds which afford limited facilities. Where a playground has so little space as to crowd children in their play or to cause long delays before courts can be used, or where the variety of offerings is small, its drawing power is relatively limited. Even so, studies have revealed many small play areas that are used to the limit of their capacity, although affording a limited program of activities. Competent leadership is perhaps the most important factor in influencing attendance at any playground. Coupled with adequate space and facilities it is a guarantee of maximum use in any neighborhood. The standard playground offers opportunities for competent leadership to function effectively. *The final conclusion is therefore: an area of three and one-half—preferably four — acres is needed in every neighborhood where the present or estimated future child population equals approximately six hundred children. If they are to have an opportunity to play baseball, five acres should be provided.*

Service and Space Required for Various Sections of the Playground

In the preceding table the space used for play has been roughly divided into three sections: for apparatus, for games and sports, and for miscellaneous facilities and play space. The functions

Courtesy Recreation Department, Elizabeth, N. J.

A wading pool, which requires comparatively little space, can accomodate many children.

of these three sections are widely different and they serve different age groups. The apparatus is used primarily by the children up to 11 or 12 years of age, the games and sports area by children over 10 and the third section by children of a wide range of ages, but primarily the younger ones. A study of their relative space requirements and service possibilities reveals facts which are of considerable importance in a consideration of playground space standards. The following summary, based on the preceding table, provides a basis for such study:

	Apparatus Area	*Misc. Facilities and Play Space*	*Special Games Area*	*Total Playground*
Total space required (in sq. ft.)	7,700	21,300	109,975	151,975
Per cent of total space	5%	14%	72%	100%
Child capacity	122	285	156	563
Per cent of total child capacity	22%	50%	28%	100%
Average sq. ft. per child served	*63	*75	*705	270
Child capacity, per acre	*691	*581	*62	161

* These figures do not allow for beautification or paths; consequently more space should be allowed per child and fewer children can be served per acre than seems evident from the figures used.

A few facts are of striking importance. It is apparent that each child taking part in organized games and sports requires *ten times* as much space as do the children using the apparatus or wading pool or engaged in handcraft, low organized games, or other activities. In other words, the older children require much more space than do the younger ones for their active play. One-half of the children can be cared for on 14 per cent of the total area and more than 70 per cent of them on less than one-fifth of the total. The space allotted to apparatus is only one-fifteenth as much as is used for organized games and sports. Comparatively small space is needed for a playground which provides only a restricted program such as is suitable for the younger children. Even allowing for landscaping and paths, each child using the apparatus and miscellaneous facilities actually requires less than 100 square feet, the standard adopted by the Regional Plan of New York and environs for the children using, at a given time, a playground for children up to 10 or 12 years of age.[6] The average amount of space required per child playing, for the entire playground, however, is 270 square feet. This is a larger amount than has been recommended in most standards worked out on the "square feet per child" basis.

The comparatively low space standards adopted by the Regional Plan of New York and some other groups may be explained by the fact that they have been based primarily on studies of small playgrounds which attract chiefly young children and which have been largely devoted to apparatus, quiet games, handcraft and other activities requiring little space. Because of the comparatively small space required for and the large number of children served by these facilities, many authorities conducting small playgrounds utilize whatever space is available for these purposes, restricting attendance to the younger children and omitting the game courts which require much space. Such playgrounds serve a very useful purpose but they do not permit the athletic games essential to a well-rounded physical development and to the opportunity for character

6. Lee F. Hanmer, Vol. V, Public Recreation, p. 121. New York, Regional Plan of New York and Its Environs, 1928.

development through team play. In the second place, they offer little attraction or satisfaction to children over ten or eleven years of age. Furthermore, because the space is needed for activities such areas are seldom landscaped. It is highly important, therefore, to recognize the fact, illustrated by the preceding table, that such small playgrounds do not adequately serve the needs of 11 to 14 year old children, who comprise a large percentage of the children attending the larger playgrounds in many cities.

The Junior or Primary Playground

As pointed out early in this statement, there are many neighborhoods where it is practically impossible to provide a children's playground of even the minimum adequate area. Under such conditions the available space may best be developed and used as a junior or primary playground to serve the children up to 10 or 11 years of age. It is obvious that such an area will not meet the needs of all the children in the neighborhood. The decision to limit a small play area to use by young children should be reached only when it is recognized that the municipality has a responsibility for providing a suitable and accessible area elsewhere for the older children in the neighborhood.

A review of the procedure followed in determining space standards for the children's playground will afford an estimate of the space required to serve the needs of the younger group. The following statement is an attempt to list the facilities and areas which are needed in order to meet the various needs of the children up to 10 or 11 years. In the neighborhood which has been considered, this group will number approximately 400. As previously pointed out, the number of needed facilities and the space required for them will vary in neighborhoods where the number of children of this age group is substantially different. In compiling the list it is assumed that the playground will not be used by older children. On the other hand there is no reason why, if the area adjoins an elementary school, many of its courts and equipment should not be used during school hours under a scheduled basis, by older children. At all other times, however, it is assumed that the older children are excluded.

The junior or primary playground will require the apparatus previously listed with the exception of the high horizontal ladder, one of the horizontal bars, the parazontal bars and the giant stride. All of the miscellaneous equipment and game spaces will be needed although with only the younger children present or using them, some of the facilities will not require as much space as was previously suggested. This is especially true of the outdoor theater because the young children, while unlikely to give public performances, need an isolated, preferably shaded, space, for storytelling and simple dramatizations. The greatest saving will be in the special areas for games and sports. An open field for soccer and other running games and events will be needed but its dimensions may be much less than for the older children's soccer field. The playground ball diamonds, handball courts, straightaway track and tennis courts can be omitted. Modified volley ball and basketball courts may also serve for paddle tennis. Less space will be needed for landscaping and the allowance for paths, free circulation and safety can be materially reduced.

The following table lists the essential apparatus, equipment and areas, indicating the space required and the number of children who can be served at one time:

It is most important that every playground make adequate provision for a program of constructive play.

Facilities and Areas	*Sq. Ft. Required*	*Child Capacity*
Apparatus		
Slide	450	6
Horizontal bars (2)	350	8
Horizontal ladder	375	8
Traveling rings	625	6
Junglegym Jr.	180	10
Low slide	170	6
Low swings (4)	600	4
High swings (6)	1,500	5
Balance beam	100	4
See-saws (3-4)	400	8
Junglegym (medium)	500	20
Total	5,250	86
Miscellaneous Equipment and Game Spaces		
Open space for pre-school children	1,200	25
Open space for games	10,000	80
Wading pool	2,500	40
Handcraft and quiet games	1,000	20
Area for storytelling and dramatization	500	20
Block building platform	400	20
Sand boxes (2)	600	30
*Shelter house	2,100	25
	18,300	260
Soccer field (100x150)	15,000	22
Volley-basketball court	3,750	18
Horseshoe courts (2)	800	8
	19,550	48
Landscaping	3,000	
Additional for paths, circulation, etc.	4,000	
Grand Total	50,100 (1.15 acres)	394

* The shelter house might be omitted where the essential indoor facilities are otherwise provided.

A comparison of the preceding requirements for the junior or primary playground with those for the standard playground follows:

	Junior or Primary Playground	*Standard Playground*
Total area (in square feet)	50,100	151,975
Total area (in acres)	1.15	3.49
Average square feet per child playing	127	270
Child capacity	394	563
Child capacity, per acre	343	161

It is evident that when a playground is designed to serve children up to 10 or 11 years of age, less than one-half as much space is required for each child using it as when the playground is designed to serve children up to 15 years of age. Furthermore the fact that the number of children up to 10 or 11 in any neighborhood is considerably less than the number up to 15 accentuates the difference in the space requirements of the two types of playgrounds. Consequently three times as much space is needed in a given district for a playground which is to adequately serve children up to 14 or 15 years as for an area for children up to 10 or 11. This great difference in the requirements for different age groups accounts in part at least for the variations in space standards that have been set forth. It is important, however, to keep in mind the fact that whereas 1.15 acres, if wisely laid out and administered, may prove highly satisfactory for the play of young children, it is wholly inadequate for the boys and girls 11-15 years old whose play life and needs are a matter of equally vital concern to parents and to the community.

Provision for Older Children Important

If these older boys and girls are to find a wholesome outlet for their energies and interests, adequate playgrounds must be provided. Police officials and juvenile court judges give testimony as to the need for such areas. Shorty, sentenced to Sing Sing for robbery, confided to Warden Lawes: "As kids we used to climb over the iron fence of the school yard after school hours and play ball or something. That's how we got acquainted. But one day we were chased. We had to find another place to meet. There was only one playground in the neighborhood and that was always crowded, so that we had to wait our turn to play or get into a game. After a while we got tired of waiting and we decided to stir up some fun on the street." Shorty's comment implies that an ample playground might have prevented him and his gang from landing in Sing Sing.

Additional testimony to the ineffectiveness of small playgrounds in attracting and serving older boys is found in the Rochester, New York, Recreation Survey.[7] An analysis of the three sections of the city in which juvenile delinquency was greatest showed that there were only two areas where ball games could be played. "Thus the boys 12, 14 and 15 (the ages forming a majority of the delinquency cases) are greatly restricted in participation in the vigorous activity at this age." Gilbert Clegg, City Playground Engineer has stated:[8] "In Milwaukee unless a playground is large enough for playground ball, it does not have a large attendance."

Studies of playground attendance have indicated that size and beauty are factors influencing

7. C. B. Raitt, A Survey of Recreational Facilities in Rochester, N. Y., p. 131, Rochester, New York, The Council of Social Agencies, 1929.

8. Gilbert Clegg, Milwaukee Playgrounds, p. 8. Reprinted from the American Landscape Architect, 1932.

Courtesy Los Angeles Playground and Recreation Department

A great variety of games and other activities can be conducted on this Los Angeles playground.

the drawing power of children's playgrounds. That the children themselves recognize the importance of these two features is evident from a vote by children in the sixth, seventh and eighth grades of seven Chicago schools in neighborhoods of varying types. By far the largest number of replies to the question, "What kind of a playground would you like to have?" were "A large playground." The number of children preferring some type of landscaping—trees, grass, or shrubbery—exceeded that expressing any other preference.[9]

A Comparison with Other Standards

How do the space requirements which have been worked out in this statement compare with other standards? To what extent are they in agreement with requirements determined by others who have approached the problem from varying points of view? The following references indicate a remarkable similarity in the conclusions reached by different methods.

Perhaps the most widely quoted space standard for elementary school sites is the minimum of five acres recommended by Professor George Strayer of Teachers College, a nationally recognized authority on school administration.[10] On the basis of this standard, and allowing one and one-half acres for the school building and front lawn, three and one-half acres will be available for the playground. The standard arrived at in this statement is therefore almost identical with that of Dr. Strayer, which has been adopted by school authorities in a number of cities. In the previously mentioned study of 211 elementary school sites acquired in 1920-26 in 95 cities, the area of the median group was 4-5 acres.[3]

This same standard is recognized by the Regional Survey of New York and Its Environs as evidenced by the following quotations from its report on Neighborhood and Community Planning:[11]

"The modern elementary public school, accommodating from 800 to 1,500 pupils, should have about five acres of ground in order to provide a proper setting for the building and give the pupils ample play space. If there is an athletic field of two or more acres near by, the school yard may be cut down proportionately, as has been indicated in the previous section on recreation spaces. So rarely is this the case, however, that the five-acre standard represents what is considered most desirable by leading educational authorities, and it is being met increasingly in actual municipal practice.

"In view of the above facts, the five- or three-acre standard is not unduly high for application in a new subdivision suited to a single-family residence section."

Professor Jay B. Nash of the School of Education, New York University, who has had long

9. See What Kind of a Playground Do Children Want? Bulletin 1402. New York, National Recreation Association, 1926.

10. George D. Strayer, The Place of Public Schools in Providing Leadership in Play and Recreation. Playground and Recreation, December 1929, p. 579. New York, National Recreation Association.

11. Clarence A. Perry, The Neighborhood Unit, Vol. VII, Neighborhood and Community Planning, p. 72. New York, Regional Plan of New York and Environs, 1929.

experience in administering school and municipal play areas, has expressed the following opinion with reference to the size of the neighborhood playground which he believes should be the play yard of the elementary school. [12]

"Therefore, it is necessary to set down a minimum sized yard for any school regardless of attendance, then to increase the size of the yard when the attendance goes beyond six hundred.

"I should say this minimum estimate should not be less than 400 feet by 400 feet or, in other words, 160,000 square feet. As an acre comprises 43,560 square feet, it is immediately seen that even this area is less than 4 acres.

"Four acres should then be considered the minimum sized school yard. As the attendance of the school increases, the size of the play yard should be increased. Probably a 200-square-foot increase per child would meet the needs."

The Connecticut State Board of Education has stated in its physical education manual: [13] "At least 300 square feet of play area per child should be provided. Every elementary school should have not less than three acres of play space."

Playground space standards have also been suggested by park authorities. Mr. L. H. Weir states in "Parks, A Manual of Municipal and County Parks." [14]

"By actual measurement it can be determined that for a playground for children from five or six to fourteen years of age, laid out on a three-division plan and fully equipped . . . , approximately three and one-half acres will be required as a minimum, irrespective of whether the child population is one hundred or five hundred within its effective radius."

Other estimates based on the essential use divisions of the playground bring approximately the same result. According to "Park Recreation Areas in the United States, 1930," issued by the U. S. Bureau of Labor Statistics, the average area of the children's playgrounds reported by park authorities in 218 cities was 3.95 acres.

Three types of "neighborhood playgrounds" of 2½, 5 and 10 acres respectively are suggested by the Chicago Regional Planning Association. [15] The first affords only a very limited service. The 10-acre area which provides many facilities for adults, resembles the neighborhood playfield. The 5-acre playground approximates the type of area discussed in this statement, the additional space permitting greater provision for beautification.

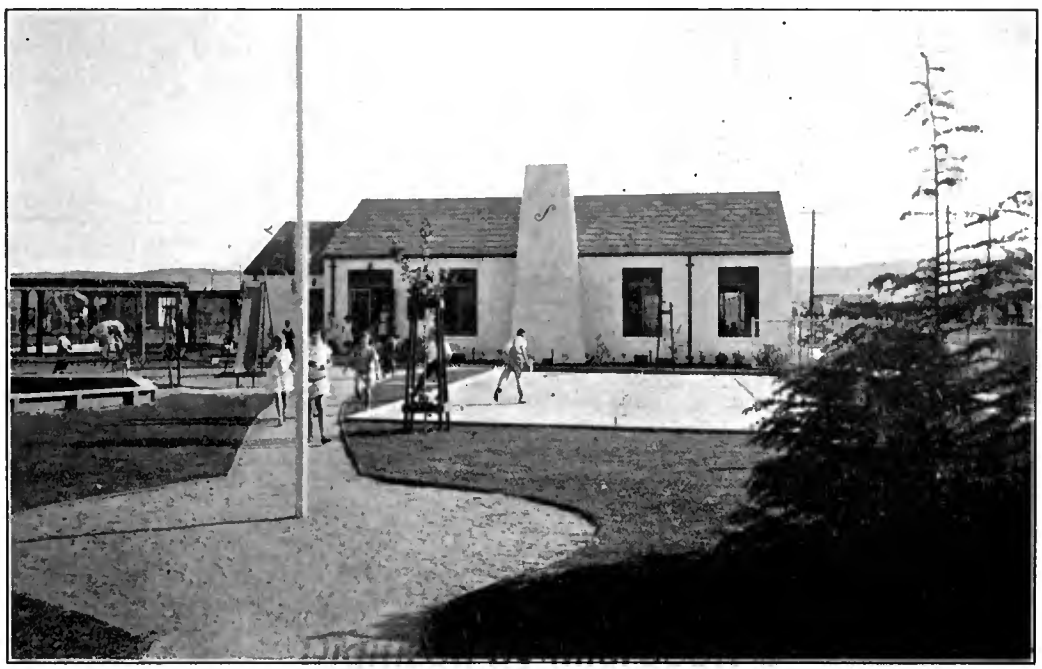
12. J. B. Nash, The Organization and Administration of Playgrounds and Recreation, p. 70. New York, A. S. Barnes & Co., 1927.

13. A Program of Physical and Health Education for Connecticut, Grades IV, V, VI, p. 18. Hartford, State Board of Education, 1931.

14. L. H. Weir, Parks, A Manual of Municipal and County Parks, p. 23. New York, A. S. Barnes & Co., 1928.

15. Robert Kingery, Park and Playground Standards and Achievements in the Chicago Region, *The American City*, January, 1932, p. 98. New York.

Space for paths, safety zones around play areas and landscaping is provided on this playground.



Courtesy Los Angeles Playground and Recreation Department

In "Recent Advances in Town Planning,"[16] Mr. Thomas Adams, noted city planner, discusses standards for open spaces. In referring to "playgrounds for children under fourteen years of age" he states:

"The size of playgrounds for younger children must be proportionate to the number of children living within a reasonable distance from them, the maximum effective area of each playground being generally considered to be that contained in a circle drawn from the center of each playground with a quarter mile radius. When school playgrounds are available during out-of-school hours, an area of from two to six acres may be considered as adequate for general purposes."

With the increasing emphasis on outdoor games and play in the school program, the tendency to provide after-school athletic and other play activities under leadership, the passing of the vacant lot and back yard, and the likelihood of greater use by adults and young people of neighborhood play areas, there is no doubt that larger playgrounds will be needed and will be put to increasingly greater use. They must not only afford a variety of facilities but permit large numbers to use them at one time. Since the children, especially the older ones, need activities requiring large areas, since adequate playgrounds attract and serve more children, afford possibility for beautification, thereby not merely serving the children better but enhancing rather than lowering property values, and since many leading school, recreational and planning authorities are in comparative agreement as to space requirements, cities should recognize that a *minimum* of three and one-half acres is required for an adequate children's playground.

Adapting the Standard to Varying Conditions

In arriving at the space requirements of the standard children's playground, a unit of 600 children in the neighborhood to be served by the playground was assumed. There are neighborhoods or communities, however, where the number of children 5 to 15 is either considerably less or greater than this number. Neighborhoods with widely different present or probable future child populations will not require the same amount of playground space. However, the requirements as to facilities and game courts will not vary directly with the number of children. If a wide range of opportunities is to be afforded the children, a variety of game courts and facilities must be provided, even though the number to be served is comparatively small. For example if they are to have an opportunity to play soccer or playground baseball, it is necessary to provide a soccer field or playground baseball diamond whether the neighborhood child population numbers 100 or 600. On the other hand it is unnecessary to double all features on the standard playground in order to take care of a child population of 1200. Varying local conditions perhaps need to be taken even more into account in determining what changes should be made in the playground standards to care for different numbers of children than in determining the requirements for the standard playground. Opinions would differ as to which features should be omitted in one instance and duplicated in another. The following paragraphs suggest what changes should probably be made in the standard playground features in a neighborhood with only 200 or 300 children and also where 1,000 to 1,200 children are to be served.

A Playground for Three Hundred Children

There are some neighborhoods or communities with a present and probable future child population of three hundred children, or one-half the number the standard playground is able to serve. The question arises as to whether a playground of 3½ or 4 acres is needed to serve them adequately.

It must be admitted that since the playground is for children of the same age range, the same kinds of opportunity must be provided. It is possible, however, to eliminate some of the features and to reduce the size of others without affecting the usefulness of the playground. It should be borne in mind, however, that in neighborhoods where ample space is available, 3½ or more acres should be secured in order to permit more beautification and free play opportunities and perhaps to provide a field for playing baseball. Where space is limited, however, the following revision might be made in the list of requirements, when only 300 children are to be served.

Most of the types of apparatus are needed in order to provide for a variety of activities and to develop various parts of the body. However, there would be little loss in omitting the climbing tree, in having only one adjustable horizontal bar instead of three at different heights, in omitting the parazontal bars and in reducing the number of low swings and see-saws from four to three. The area set aside for the exclusive use of the pre-school children may be reduced slightly and

16. Thomas Adams, Recent Advances in Town Planning, Chap. X. New York, McMillan Co., 1932.

This playground at Piedmont, California, has been designed to serve a variety of ages.

the space for running games of 6-10 year old children cut in half. The requirements for the wading pool, outdoor theater, sand boxes and shelter house are considerably less, permitting reductions in the space needed. The block building platform may be omitted and this activity may be carried on in the handcraft and quiet game area. It is believed that most of the game courts and areas are needed but one playground baseball diamond and one tether tennis court could be dispensed with. Paddle tennis can be played on some of the other courts but one special area for this game would be desirable. The soccer field might be used for running events making a special straightaway unnecessary. Proportionate reductions may be made in the space requirements for landscaping, paths, free circulation and safety.

The following is a list of the items suggested for a playground to serve a neighborhood with approximately 300 children:

Facility and Area	*Sq. Ft. Required*	*Child Capacity*
Apparatus		
Slide	450	6
Horizontal bar—adjustable	150	4
Horizontal ladder	300	8
Traveling rings	625	6
Giant stride	1,225	6
Junglegym	180	10
Low slide	170	6
Low swings (3)	500	3
Balance beam	100	4
High swings (6)	1,500	6
See-saws (3)	400	6
	5,600	65
Miscellaneous Equipment and Game Areas		
Open space for pre-school children	1,000	20
Space of games of children 6-10	5,000	40
Wading pool	2,000	25
Handcraft and quiet games	1,000	20
Outdoor theater	1,500	20
Sand boxes (2)	500	25
*Shelter house	2,000	20
	13,000	170
Special Areas for Games and Sports		
Soccer field	36,000	22
Playground baseball	22,500	20
Volley ball court	2,800	20
Basketball court	3,750	16
Jumping pits	1,200	12
Handball courts (2)	2,100	8
Tether tennis court	400	4
Horseshoe courts (2)	1,200	8
Tennis courts (2)	13,200	8
	83,150	118
Landscaping	4,500	
Additional space for paths, etc.	5,000	
Total	111,250 (2.55 acres)	353

It will be observed that 2½ acres may be considered as satisfactory for the needs of 300 children as compared with 3½ acres when double that number of children are to be provided with a playground. It is believed that unless the child population of a given neighborhood is considerably less than 300, a playground of 2½ acres will be needed. Naturally if only 100 are to be served, a somewhat smaller area would suffice by providing for an overlapping use of certain sections—for example the basketball court could be used for volley ball and the soccer field for playground baseball. There are comparatively few cases where this condition is found, however, except in rural or sparsely settled communities.

* The shelter house might be omitted where the essential indoor facilities are otherwise provided.

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A Playground for 1000 Children

A situation more likely to be encountered, especially in the larger cities, is that of a neighborhood having a child population of more than 600 children of grammar school age. Where the number is in excess of 600, a playground of 3½ acres is likely to prove inadequate. On the other hand it does not follow that the size of the playground should be increased in direct proportion to the additional number of children to be served. Some of the units in the standard playground may already be adequate to serve a much larger number of children; others may need to be enlarged and still others may have to be duplicated. An attempt is made here to determine in what ways the standard playground will need to be enlarged in order to care for a child population of 1,000. Naturally opinions will differ as to individual features and local conditions will also influence the decision to omit or include a feature, just as they influence the planning of any play area.

It can be taken for granted that all of the facilities and areas provided on the standard children's playground will be needed on the playground to serve a larger number of children of the same age range. The following apparatus might be added to advantage: a low slide, a high (8′) slide, 4 low swings and 6 standard or high swings. The slides and swings are generally the most popular types of apparatus and there is little question that the added units would be widely used. Doubling the number of children of pre-school age requires provision for twice as much space for this group who should not have free access to other sections of the playground. More space should also be allowed for the games of the children 6-10 years of age and for the wading pool, handcraft area, outdoor theater, sand boxes and shelter house. In the case of most of these facilities a comparatively small increase in the total space allowed for them makes possible their use by a much greater number of children. Several additional areas must be provided for the games and sports of the older boys and girls. They include a soccer field, volley ball and basketball courts, two each additional paddle tennis, horseshoe, handball and tennis courts. A wider straightaway could be used to advantage. By placing the open space for 6-10 year old children adjacent to the playground baseball field, an open area sufficiently large to permit a soccer game to be carried on would be provided. Since soccer is a seasonal game it is desirable to have two soccer fields available for use during the playing season. More space will be needed for landscaping and for safe circulation. A list of the recommended facilities and areas for such a playground follows:

Facility and Area	*Sq. Ft. Required*	*Child Capacity*
Apparatus		
Climbing tree	100	6
Slides (2)	750	12
Horizontal bars (3)	500	12
Parazontal bars	600	12
Horizontal ladders (2)	750	16
Traveling rings (stationary)	625	6
Giant stride	1,225	6
Small junglegym	180	10
Low slides (2)	340	12
Low swings (8)	1,200	8
High swings (12)	3,000	12
Balance beam	100	4
See-saws (4)	400	8
Junglegym	500	20
	10,270	144
Miscellaneous Equipment and Game Areas		
Open space for pre-school children	2,400	50
Space for games of children 6-10	15,000	120
Wading pool	4,000	60
Handcraft and quiet games	2,600	60
Outdoor theater	3,000	50
Building block platform	500	25
Sand boxes	900	50
*Shelter house	3,000	50
	31,400	465
Special Areas for Games and Sports		
Soccer fields (2)	70,000	44
Playground baseball (2)	38,125	40
Volley ball courts (2)	5,250	40
Basketball courts (2)	7,125	32
Jumping pits	1,200	12
Paddle tennis courts (4)	6,720	16
Handball courts (4)	4,100	16
Tether tennis courts (2)	800	4
Horseshoe courts (4)	2,400	16
Tennis courts (4)	25,200	16
Straightaway track	8,640	14
	169,560	250
Landscaping	10,000	
Additional for paths, etc.	12,000	
Total	233,230	859
	(5.33 acres)	

* The shelter house might be omitted where the essential indoor facilities are otherwise provided.

A playground of 5⅓ acres is found to be necessary to care for the play needs of 1,000 children from 5 to 15 living in the neighborhood which the playground is intended to serve. It is observed that the playground's child capacity is only 859 children but this is a larger number than is likely to be present at any one time.

A Comparison of the Space Requirements of the Three Playgrounds

In order to provide a basis for comparing the unit and total requirements of the three playgrounds intended to serve the needs of different numbers of children aged 5 to 15 years, the following table has been prepared. The playgrounds to serve child populations of approximately 300, 600 and 1,000 are designated as "limited," "standard," and "large" playgrounds, respectively. These titles are merely for easy identification and are not intended as suggested terms to designate particular *types* of playgrounds. As previously stated the requirements for the so-called "standard" playground represent what are believed to be the necessary provision for the children's playground in most neighborhoods and communities.

A Comparison of the Standard, Limited and Large Playgrounds

	Standard	*Limited*	*Large*
Child population to be served	600	300	1,000
Apparatus Area (sq. ft.)	7,700	5,600	10,270
Child capacity of apparatus area	122	65	74
Average sq. ft. per child served	63	86	74
Area for equipment, etc. (sq. ft.)	21,300	13,000	30,900
Child capacity of this area	285	170	450
Average sq. ft. per child served	75	76	69
Special areas for games and sports (sq. ft.)	109,975	83,150	169,560
Child capacity of this area	156	118	250
Average sq. ft. per child served	705	704	678
Total area of playground (sq. ft)	151,975	111,250	233,230
Total area of playground (acres)	3.49	2.55	5.35
Child capacity of total playground	563	353	859
Average sq. ft. per child served—total playground	270	315	272
Child capacity per acre of playground	161	138	160
Average sq. ft. of playground per child in neighborhood	253	371	233
Number children in neighborhood per acre of playground	172	118	187

The preceding table shows that the space required for a child population of 300 is approximately 75% that required for 600 children. A child population of 1,000 requires approximately 50% more than 600. The space required per unit of child population is shown to decrease slightly as the number of children to be served increases. The amount of space needed for each child in the neighborhood or who can be accommodated on the playground at one time is greatest in the case of the "limited" playground. This is explained by the fact that since a variety of game courts which require considerable space should be provided even though the number of children to be served is comparatively small, fewer children per acre can be cared for. The "standard" and "large" playgrounds are more efficient and economical units, judged by their capacity for service, than the small or "limited" playgrounds.

The preceding paragraphs illustrate a method of determining space requirements for neighborhoods of different child populations. Frequently suggested standards have been based on a fixed number of square feet per child but the fallacy of such standards lies in the fact that certain facilities and courts are needed to serve the varied interests of children regardless of the number of children who are to use the playground. The preceding table indicates that the standard in terms of square feet per child varies with different numbers of children. The normal standard for the children's playground, however, may be used as a basis for estimating the needs of a greater or lesser number of children.

The following table indicates the approximate areas that are required for various numbers of children as determined by the method previously indicated:

Child Population to be served	*Minimum Size of Playground Needed (In Sq. Ft.)*	*(In Acres)*	*Average square feet per child population*
200	100,000	2.29	500
300	111,250	2.55	371
450	133,000	3.05	296
600	151,975	3.49	253
800	194,000	4.45	243
1000	233,230	5.35	233
1200	272,000	6.25	227

This table in addition illustrates the fact that total plaground space requirements vary directly but not proportionately with the number of children in the neighborhood to be served. Among the reasons for this variation are that certain pieces of apparatus do not need to be duplicated when more children are to be served; features such as the theater, which are seldom used to capacity can usually serve many more children

(Continued on page 308)

Pontiac Schools As Community Centers

By JAMES H. HARRIS

THE BROAD USE of school buildings as community centers in Pontiac is not a mere accident. It is rather the result or fruitage of a philosophy of the educational function of a school building which has been for many years in my mind.

To me a school plant, while primarily a place for the education of children, is much more than that. It is a place where educational opportunities and wholesome recreational facilities may be open to all the people of the community irrespective of age, race, class, and creed.

Education is, or should be, a continuing life process. It should not end with the days of formal schooling. Everything should be done, therefore, that can be done to encourage interest and participation in extra-school activities. Basic to this theory is the encouragement of the grown-ups in the use of school buildings as centers for education, entertainment, instruction, and recreation. Opportunity for education and recreation to all the people is my idea of the function of the school. To this policy the various boards of education have lent their unvarying and unanimous support.

Buildings for Recreation

In line with this broad principle the many school buildings that have been erected in Pontiac the past ten years have mirrored this conception of the function of education. Three junior high school buildings have been erected during that period, all of them with ample auditoriums and extensive double gymnasiums—one for boys and men, the other for girls and women. Three elementary schools have also been erected during these years—each with an auditorium and gymnasium designed not only for use by the school children but as well for use by the entire neighborhood of which the schools are the center. Ample playgrounds have also been provided ranging from five to seventeen acres. These become centers for outdoor recreation in the summer time to all people, young and old, in the neighborhood.

Besides these entirely new school buildings with all their provisions for adult education and recreation, a new gymnasium was added to the senior high school. This gymnasium is one of the finest in the state, and in fact compares with the best to be found anywhere in the country. It comfortably seats 1,500 spectators and is a model of its kind. It has become literally a civic recreational center, and almost every winter night it is filled with spectators come to witness some thrilling city league or high school basketball game. Without its splendid and capacious high school gymnasium the city would be bereft indeed of recreational facilities.

In like manner the junior high school gymnasiums and auditoriums have been thrown open to the people for recreational, instructional, and entertainment purposes. The City Recreation Department and the Board of Education have entered into a joint arrangement whereby the latter, without charge, throws open the doors of its gymnasiums and auditoriums to the public, while the former assumes responsibility for the administration and supervision of the activities. Again, in one of the junior high schools the use of the auditorium has been granted gratis to the Y.M.C.A. of the city for a weekly series of entertainments for the unemployed of the city—a contribution which has been of inestimable value.

Social Value

This liberal policy and this broad philosophy of the function of the school plan in community life have been of immeasurable value during the period of the depression. Pontiac, an exclusively automobile manufacturing city, has been peculiarly hard hit during the depression. With thousands upon thousands of men thrown into enforced idleness and dependent upon the "dole" for their sub-

(Continued on page 309)

Mr. Harris is Superintendent of Schools in Pontiac, Michigan. His article originally appeared in the March 1934 issue of the Pontiac School Journal.

Education for Leisure

By R. V. JORDAN
Superintendent of Schools
Centralia, Illinois

> "The only way in which we can educate for leisure—or for any other purpose under heaven—is by awakening sensitized surfaces in the individual. Certainly for leisure the essence lies in the fact that it represents the expression of our inner urge, and the vocabulary for this expression, so rude, so halting, so stumbling in most of us, is acquired through our sensitiveness to books and arts and crafts and sports and out-of-doors."—*Mary C. Coleman*, President, National Physical Education Association.

UNDOUBTEDLY the most significant feature of our present social economy is the large amount of leisure which is to be the lot of industrial workers and certain other workers of our country. So quickly has this change come upon us, and so thoroughly do the principles involved seem to have taken root, that it is almost trite even to make such a statement. A short time ago it was popular to say, "We are living in a changing world." Now we might better say, "We are living in a changed world." For many of the things now regarded as temporary measures will probably be in force in some form or other from now on as far as the present generation is concerned.

Must Be Earned Leisure

The first question that should be raised in a discussion of this matter is—"What sort of leisure shall this new leisure be?" Shall it be an earned leisure or an unearned one? Shall it be a welcome leisure that fosters contentment and happiness, or shall it be a leisure that foments disorder and unhappiness? Shall it be a leisure in which the toiler is enabled to delve among the fringe of avocational beckonings, or social and community services, and there enrich his soul and the souls of others? In short, shall the new leisure mean idleness and crime, or shall it mean culture? The answer rests largely with such organizations as the National Recreation Association and to a large degree with the American public schools.

There isn't the slightest doubt that one of the elements involved in the crisis in education is the fact that popular education, in its present form, is losing its hold on the public imagination. Again and again, in various forms, to be sure, this fact is stated by the leaders in educational thought. Only last March, Dr. George F. Zook, United States Commissioner of Education, in speaking before the Department of Superintendence at Cleveland said, "I do not believe that it is possible to recapture the confidence of the adult population of this country, until they can be convinced that the program of the schools is adapting itself to the needs of the new era into which we are entering more rapidly than we realize."

Just what form shall this adaptation of the program of the schools take? It must not stop with adding a little here and paving a way a little there. It shall not take the form of the crucifixion of the fine arts and vocational studies upon a cross of gold. It must mean nothing short of a new deal for education. And nothing in the new deal for education can rival in importance education for the profitable use of leisure time; this is both childhood and adult education.

What form shall the new education for leisure time take? Does it imply that nothing in the present curriculum is of any value as a preparation for worthwhile leisure time pursuits? Does it mean, in the main, a scrapping of the present curriculum? Does this new education imply that new material must be added to the present curriculum — replacements or additions as the case may

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be? Or shall we say that the cue is merely for new emphases upon the subject matter of the present day curriculum as found in the most progressive schools? These are some questions that should be answered.

An Attempt to Find the Answer

The teachers of the school system of which I am privileged to be the superintendent set out to try to answer such questions as these. First they asked, "Does the present curriculum contain any leisure time values?" Then they set to work to find out. They assembled the scalpels, dissecting needles, microtomes and reagents of educational investigation and set to work. The first step was to analyze the curriculum, as found in our system, into its leisure time values. This curriculum includes every form of music and physical education, and such extra-curricular activities as philately. There were no guide posts; so far as we know they were charting a new route. After a preliminary meeting in which the fullest possible discussion was had, each teacher prepared a very finely divided analysis of the leisure time values of the various subjects which he or she teaches—I say "he or she" because more than 12% of our teaching staff are men. From these lists a composite list was made. This included eighteen different school studies and the total number of leisure time values set up is about 500. For instance, physical education was assigned 12 leisure time values, geography 22, gardening 28, band and orchestra department 25, reading 39 and philately 43. Nothing of completeness, mathematical accuracy or finality is claimed for this analysis. It is only a first attempt to do something that seems to need to be done.

The next logical question was, "Has this analysis of the leisure time values of the elementary curriculum any validity? Has our adult population really experienced such leisure time values after finishing the curriculum?" The solution that seemed indicated was to try the analysis out on the adults and see whether it was valid. While we are aware of the paraphrased statement from Solomon, "Of the making of questionnaires there is no end," we do not quite share the views of the pessimist who said, "A questionnaire is an instrument fashioned by morons to be answered by imbeciles"; nevertheless we decided to call our instrument a checking list. So we fashioned our six-page check list of leisure time values of the various subjects and prepared 500 copies. Then we chose 500 families by a random selection method to receive the check lists. Every person in the family 16 years of age or older was requested on the instruction sheet to check all values which he had made use of since finishing school. The lists were then returned to us and a composite score prepared. The results were quite astonishing; no item was left unchecked. You would never guess the subject receiving the largest number of checks—it was a subject which I thought was rapidly fading from the social picture—it was *sewing* with a total of 2983 checks!

The five subjects receiving the largest number of checks, ranked in descending order, are sewing, music (vocal and instrumental), reading, gardening and art. In the light of such findings, how can we think for a moment of labelling the fine arts and vocational subjects as "fads and frills" when study of the leisure time values of the common school subjects reveals that adults rate sewing, music, art, and gardening as four of the first five subjects in importance for their leisure time values?

At this point we must make a confession. Our so-called check list really did contain three questions. The answers to these we shall discuss seriatim. The first was, "What school study or studies do you think are of the most value for leisure time occupation?" We had more than 700 suggestions in reply to this query, including 22 different subjects of study with reading, penmanship, arithmetic, grammar, and music ranking in the order named. These rankings seem to overturn the rankings announced for the check list but the number of frequencies is small.

The next question was, "Do you think any new subjects of study should be added for leisure time values (if so, name them)?" The response to this question was almost negligible. Only 22 suggestions were offered and all of them but one are already cared for by the present curriculum.

The last question elicited some very interesting responses. "Would you like to have free access to a special leisure time department in the city library where you could find books and

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The subject of training by the schools for the use of leisure is discussed at length in "The New Leisure Challenges the Schools"—the report of a study made by Eugene T. Lies of the National Recreation Association. The book may be secured from the Association–$1.50 paper bound; $2.00 cloth bound.

A Center for Youth

By SOPHIE FISHBACK
Director, Department of Public Recreation
Lakewood, Ohio

AMERICAN YOUTH is pouring out of school today to face a world which seems to have no use for them. They have never been employed; they are unable to continue their education; they cannot find vocational adjustment, and it is not possible for them to marry and establish normal homes. They present one of the most serious problems of the depression.

This problem is being felt increasingly in every American community. We of Lakewood, recognizing the importance of offering these boys and girls wholesome and attractive recreational and educational opportunities, decided to take action. We found it possible by some curtailment in other places to arrange for part of the funds provided by the Lakewood Recreation Department to be devoted to a special project for these young people. In December, 1933, Wilson School, which was closed as a school a year ago because of lack of funds, was opened as a recreational, educational and vocational center for the youth of Lakewood between the ages of eighteen and thirty-three. These young people are partially or wholly unemployed; some had planned to go to college and found themselves unable to do so.

Facilities

Wilson School, now known as Lakewood Recreation Hall, is located in the center of the city and contains two small gymnasiums, shower baths, an auditorium, cafeteria facilities, and many classrooms which have been transformed into game rooms, lounges, discussion rooms, council chambers, library and reading room, and card rooms. We secured the cooperation of civic organizations in furnishing rooms. The contributions were as follows:

Parent-Teacher Groups—Lounge
Woman's Club—Lounge
South Lakewood Woman's Club—Card room
Toastmaster's Club and Y.M.C.A. Mother's Club—Meeting room and game room
College Club—Library and reading rooms, books and subscriptions to *Saturday Evening Post* and *American*.
Rotary Club—Conference room.
Exchange Club—Game room and all equipment
Lions Club—Piano, radio and victrola for music room
Y.M.C.A.—Have offices in building and pay rent
Y.W.C.A.—Sitting room
M. E. Church Group—Conference lounge

The cafeteria has not yet been equipped. The Teachers' Federation will start the ball rolling by presenting dishes; other organizations will be asked to donate tables and chairs.

"The community must prepare in some measure the setting for youth's activities by furnishing opportunities for leadership for older young people as they graduate from boys' and girls' clubs and from the playground. . . . We have overlooked the great field of civic and political interests and the possibility of developing self-functioning civic units into which youth might graduate."—*Bessie A. McClenahan* in *Preparation for Leisure.*

Leadership

One of the important features of the organization is a self-governing general council of young people who have direction and control of the enterprise. Their first organization was temporary until the project got under way. It has now dissolved and the personnel for a permanent council is being considered. The temporary group consisted of twelve boys and girls divided into four committees with a general chairman—house committee, program committee, publicity committee and finance committee. There is an advisory group of older citizens active in civic work. This group is parallel with those of the younger group. The officers of the Recreation Department have been placed in the new center. Thus professional leadership is available for the development of the program.

Volunteer leaders and CCES paid workers have been obtained as leaders for all the classes and activities such as drama, journalism, languages, English, discussion groups, glee club, orchestra, arts and crafts, shorthand, photography, fencing, boxing, tap and social dancing, gymnasium, first aid, sewing, book reviews, basketball and radio classes. There are, in addition, social activities such as parties. During the summer the center will be open every day, but only on two evenings a week as the young people are taking part in outdoor ac-

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The Values of Parks and Playgrounds

"To play in the sunlight is a child's right and it is not to be cheated out of it. And when it is cheated of it, it is not the child but the community that is robbed of that beside which all its wealth is but tinsel and trash. For men, not money, make a country great, and joyless children do not make good men."—JACOB RIIS.

By JOHN W. KERNAN
Superintendent, Parks and Playgrounds
Lowell, Massachusetts

THIS STATEMENT, written a good many years ago by one of the pioneers in the playground movement of this country, stands as true today as the day it was written.

The Changing Viewpoint

Many years ago, as our earlier cities began to expand, their vacant lots were utilized for building purposes, thus taking from the future citizens of the land their accustomed recreational spots The larger cities acquired, and wisely so, tracts of land for park and playground areas. In some, beautiful parks were developed, but were for the most part things of esthetic beauty where rules and regulations kept the children from damaging the lawns, and it became necessary to place many signs bearing the inscription, "Keep Off the Grass," much to the disgust of the present generation.

During the past twenty-five years or more, many things have happened to change the viewpoint of the public (as well as of park officials) to consider more the human side of the proposition, until we find today that our parks and playgrounds are not alone places of esthetic beauty, but places where human beings, both young and old, can live. They may enjoy the natural beauty of our parks; play baseball, basketball, tennis, golf, swim and even dance in many of the well laid out parks and playgrounds throughout the length and breadth of our great country.

In many cases, however, our city governments have appropriated funds for the purchase of land for parks and playgrounds and have then become dormant, failing to realize that it takes funds to develop the lands already acquired, as well as to maintain, so that they may be put in suitable shape for use.

The invention and lasting popularity of the automobile has indeed revolutionized American life. Middle-aged people of the present generation who played in safety as children in the streets before its advent, well know that it became absolutely necessary for city and town governments to provide playground areas where children can be taken off the busy thoroughfares and given a place to play in safety—away from the busy lanes of traffic which now seem to be everywhere about us. When one considers the number of children's lives which have been saved through the development of public parks and playgrounds, without consideration of the health and recreation which they have brought to a great many people, one cannot deny that the money expended was worth while.

Today's Emergency

Unfortunately, today our city and town governments have seen fit, in a number of cases, to reduce the appropriations for parks and playgrounds, stating that these activities can well be curtailed in times of depression.

It is also unfortunate that some of the people who receive the most benefit from our parks and playgrounds never raise their voices at the time when our city governments are considering the yearly budgets of the various cities, but make

We are presenting here abstracts from an article in the September issue of *Parks and Recreation* by John W. Kernan who is Engineer and Superintendent of *Parks and Playgrounds* in Lowell. In his article Mr. Kernan urges the use of wide-spread publicity to show the public the progress made in the development of parks and playgrounds.

themselves heard in the middle of the year seeking betterments after the funds have already been allotted. If we can make them see that their complaints are not with the park executive who must live within his budget, but with their own laxity in not taking the matter up with their duly elected officials, it will undoubtedly be the means of having the proper authorities see the light. During the present depression our parks and playgrounds have been the means of keeping many a young man and young woman occupied, as well as older men and women, who have been temporarily out of employment. I shudder to think what might have been the outcome if the escape valve for our citizens in the shape of parks and playgrounds had not been available in these trying times.

Courtesy American Photography

Though still serving esthetic interests, parks are also meeting recreational needs.

The Kind of Play Needed

During the past few years much has appeared in our newspapers throughout the country with reference to the atrocious acts of many gangsters, racketeers, kidnappers, and what not. The gang may be a peril to the country, as indeed is the case in many cities. The gang of boys that grows up to be a political unit, bent merely upon serving itself, possessing a power which mutual loyalty alone can give, is thereby enabled to exploit others for its own advantage in a way that is most vicious. These mutual relationships have an ethical effect which may be towards evil, but on the other hand may be arranged so that the effect will be towards good; but the ethical nature in itself is primarily related to self-control and to freedom.

Unethical play is worse than no play at all. It is not merely play that our cities and our children need. They need the kind of play that makes for wholesome moral and ethical life, the play that makes for those relationships between individuals that will be true to the adult ideals which belong, and should belong to the community.

The school and the home rest primarily upon the development of the quality of obedience, but the properly supervised playground alone affords to children the one great opportunity for cultivating those qualities that grow out of meeting others of like kind under conditions of freedom; it develops progressively, from babyhood on, the

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The Wandering Sport Teacher in Germany

A "WANDERING" teacher who travels around the country going into a community as a friend and adviser, at the service of every club and rural organization — that is the plan of the German National Committee for Physical Training which, through its rural youth organizations, is carrying on so-called "wandering training courses" in all parts of the country.

From village to village, into rural districts, goes the wandering leader

How the Plan Operates

The itinerant sport leader goes to a rural district for four or five weeks, staying from two to four days in one place and reaching all the groups in the vicinity. He stimulates the interest of the schools in modern physical education methods; he demonstrates through gymnastics, games and apparatus work of the simplest type may be used even under the most primitive conditions. He gives training according to conditions in the individual community in track and field events, handicap events, tumbling and mat work, natural apparatus work (bars and rings), games, swimming, small caliber target practice, folk dancing, wandering, and folk singing. Finally, he aids rural clubs in conducting regular training activities.

In preparing for the visit of a wandering teacher, who is a sport teacher or an older student of the Hochschuler fur Leibesubungen in Berlin and either comes from the country or has had experience in rural work, some organizations such as the District Committee for Youth Training does the preliminary work. This includes setting the dates for the visit, notifying in advance the athletic clubs and other youth organizations, agricultural schools and clubs, making contacts with the district school teachers concerning necessary work in the schools, and securing the co-operation of the local press. When working plans have been arranged and replies received from the different organizations, some of the work is usually delegated to specially appointed men in the district who secure board and lodging for the teacher, and make up a plan for him taking into account traffic and railway connections.

With homemade, improvised apparatus and the simplest of tools he plies his trade

The district pays only the costs of the local trips and miscellaneous expenses. In case of official payment, a salary from two to three and a half marks per day is paid. The

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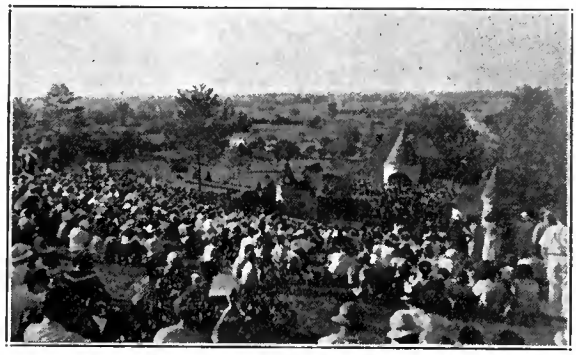
WORLD AT PLAY

Developments in Evansville

IN the fall of 1933 the Kiwanis Club of Evansville, Indiana, presented the city with an outdoor stage in Mesker Park. On May 20, 1934, the first program was given when the Evansville Civic Choral Society, sponsored by the Musicians' Club and City Recreation Department, presented the oratorio, "Elijah," under the direction of its leader, Dr. E. E. Harper, President of Evansville College. (See accompanying photograph.)



Courtesy Evansville Department of Municipal Recreation

The Park Department has leased for twenty years thirty acres of land belonging to Evansville College. The ground, which is inside the city limits, will be used as a recreation field and will contain ten tennis courts, a swimming pool, an outdoor stage, a children's playground, ten soft ball diamonds, a baseball diamond, a football field, and a shelter house. The playground will be beautified, and a ridge running through the center will be used to seat people for the outdoor stage and for various ball games. The field will not be completed this year, but the swimming pool, sponsored and partially financed by the Kiwanis Club, five ball diamonds and four tennis courts will soon be available.

A Music Festival in Reading

ON June 6th and 7th, Reading, Pennsylvania, held a music festival in the stadium of Albright College. The college, through its president, the Reverend Dr. J. Warren Klein and the president of its alumni association, Elmer L. Mohn, sponsored the festival with the assistance of a civic committee including business and professional men and women of the city. Over 1,000 local people participated in the festival choir — 500 men and 500 women recruited from many sources. The chorus, directed by Willy Richter, Reading's composer and director of the Reading male chorus, was accompanied by a volunteer orchestra. The orchestra, composed of 125 pieces, was provided by Fred Cardin, high school music instructor and composer. Among the selections on the program were two portions of Mendelssohn's "Hymn of Praise"; "All Men, All Things"; "Ye Nations, Offer to the Lord," and "Hail, Bright Abode," chorus from "Tannhauser."

What One School Principal Is Doing

IN a newspaper article describing the Ohio public school situation, Charles W. Lawrence tells of visiting New Straitsville, Perry County, a town of 1,700 people, over a coal mine which has been burning for the last half century. "When he is not teaching mathematics or helping to feed jobless families, Principal Perry Potts of the high school spends his time keeping the school building from falling down and working as general repair man, carpenter, plumber and electrician. As it is this small town principal has managed to give his underfed pupils homely editions of a good many of the luxuries the big city schools boast—and this at no cost to the taxpayer."

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Mr. Potts equipped a complete playground for the school at a cost of about $10. He built large teeter-totters that will last a lifetime. With the aid of a blacksmith and with equipment dug from a mine he erected huge swings and horizontal bars. When a shoemaker bought new equipment, Mr. Potts purchased his old polishing machine and rebuilt it into a lathe outfit for the school's manual arts department. With the help of his boys he built a shower room for the gymnasium, putting up home-made tanks to hold the water pumped by hand. When in good times the Parent-Teacher Association collected $350 for a school radio set, Mr. Potts and his students bought the necessary mechanism and installed a complete radio system throughout the building, enclosing it all in home-made cabinets. Mr. Potts has built bookcases for the library, bought an old wash stand and equipped a rest room for girls, laid a new brick wall to replace a crumbling one in the basement, and last summer he and his helpers dug up a vein of coal running through the school basement, thereby securing enough coal to last part of the winter.

How Lay Groups Are Helping—In Miami, Florida, neighborhood councils have been organized and through them many activities have been carried on for which there have been no public funds. In all of the cities of Florida sports and social recreation clubs have been organized on a self-supporting basis which help in the construction of new facilities and the maintenance and upkeep of all equipment.

An outstanding use of lay people in advancing the program is the neighborhood council movement in Richmond, Virginia. Through these councils it has been possible to secure increased appropriations and the use of such public facilities as schools for recreation purposes.

A Novel Kind of Festival—A novel event was the clog dancing festival held in Los Angeles, California, on June 26th, under the auspices of the Playground and Recreation Department. Practically every recreation center in the city offers class instruction in the various forms of clogging, and as a result hundreds of trained "heel and toe" dancers were available for the event.

A New Park for Greenville—Last fall Greenville, Pennsylvania, dedicated its new $50,000 Riverside Park recently completed as a work relief project. A program of speaking by Governor Pinchot and other officials was followed by a two mile parade of floats, bands and organizations. The event was combined with Greenville's first annual gala day, and scores of events were packed into a program lasting from 10:00 A. M. Thursday, October 12th, until early Friday morning.

Charlottesville Makes Progress—On June 15th, Charlottesville, Virginia, opened three playgrounds for white and one for colored. A feature of the newly organized program in Charlottesville has been the square dances held every other week for adults, particularly the unemployed and the mill workers. The program has grown so rapidly in the few months it has been in operation that the municipal facilities have proved inadequate. A number of churches, a mission house, the Elks Club room, the library and the armory have been utilized. Regular programs are given at the various institutions of the city, and work is being done with children on probation.

Free Golf Lessons—An arrangement was made in Detroit, Michigan, by the Department of Parks and Boulevards whereby professionals at three municipal golf courses gave free lessons during June to women and boys.

New Centers for Scranton — Four of the emergency relief projects being made up in Scranton, Pennsylvania, include the alteration of three fire houses and one police station for recreation centers. In each of these buildings the second floor has been used for storage only, and each is large enough to allow for one large recreation room about 80 by 40 feet, two small rooms about 20 feet square, a small kitchen and sanitary facilities. It is interesting to note that the use of these facilities for recreation purposes will involve the supplying of

leadership only as heat, light and janitor service are already available.

A Park Library—The Playground and Recreation Association of Philadelphia last summer sponsored a park library. The Federation of Women's Clubs collected books and magazines from members and headquarters were set up on a park bench. Those who borrowed books and magazines left their names with the two workers in charge.

Hiking—The Women's Athletic Club of Glendale, California, organized in 1924, lists hiking as one of the most popular activities. During the current year there were 40 members in the hiking department. Members gathered at 8:30 each Thursday morning at a specified point from which they motored to the beginning of the trail for the day's outing. The average attendance for the year was 19, though on particularly popular hikes the number was often increased to 25 or 30. The majority of the hikes are from seven to nine miles long. The membership of this group is composed of Glendale housewives, many of them young mothers who see the children safely off to school before they leave for the day's outing. Others are gray-haired grandmothers.

Among the Conventions—The National Conference of State Parks held its annual meeting at Pineville, Kentucky, June 7th to 9th. Topics discussed included in general the following: Economic factors affecting state park and forest developments; inventions, good roads, and the influence of manufacturers of outdoor living equipment; the biologic needs of a highly urbanized people, and the changing habits of our people in their recreation growing out of a desire to escape to the open country, with a resulting broadening of the services of state parks and the recreational uses of state forests.

In addition to the formal discussions, representatives of the various states told of the status of state parks. It was stated, for example, that in the last year Texas has probably added more acreage of state parks than any other state in the Union. One of the new areas has 105,000 acres, while another comprises 26 square miles. Much attention was given at the conference to the work of CCC camps.

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Summer Dramatics in Los Angeles—Last summer six Los Angeles, California, playgrounds presented weekly matinees. To augment the plays, which were short, the program included folk songs, dances and a variety of instrumental music such as music by toy bands, ukulele groups and harmonica bands. Boys dressed as clowns, and acrobatic tumbling and pyramid stunts did much to add to the enjoyment of these special matinees.

A Committee on Leisure Interests of Young People—The development of wholesome leisure time interests for high school graduates and other young people of Los Angeles, California, will be the objective of a committee selected by the Playground and Recreation Department to work with the Parent-Teacher Association leaders of the city. This action was taken following a report from George Hjelte, Superintendent of Recreation, showing the need of providing carry-over recreational interests for young men and women after they have completed their school careers.

An Institute in Houston, Texas—Just preceding the opening of the playground season last summer, the Recreation Department of Houston, Texas, held a two weeks' institute for individuals secured as summer playground workers through the relief funds of Harris County. It was attended by approximately 200 men and women whose ages ranged from sixteen to fifty years. Instruction was given by Corinne Fonde, Superintendent of the Department, members of the staff and of the Recreation Department and by instructors from local organizations such as the Y.W.C.A., the Probation Department, the school system and of the Jefferson Davis Hospital. An early morning period of lectures and discussions was followed by a ten minute recess. Then came a thirty-five minute review of the subjects discussed. After this came another instruction period of an hour and a quarter. The morning ended with a laboratory period which included storytelling, singing games, stunts and charades, handcraft and games.

Swimming Their Way to Health—Learning to swim in a swimming pool has given back their "land legs" to three Louisville children, victims of infantile paralysis, and several others are gradually regaining the use of their limbs. At the advice of their physicians the children entered the free swimming classes conducted by the Louisville, Kentucky, Division of Recreation, where they are given special instruction. The classes are conducted in conjunction with a mothers' class so that the mothers of the children can learn to swim at the same time. Transporting the children to the park pool has not always been easy, but with the cooperation of interested club women and the use of the police patrol the problem is being met.

Recreational Leadership — The Westbrook Junior College in Portland, Maine, has initiated a two year course in recreational leadership "to direct and develop the interests of girls who desire to become leaders in the field of recreation." Courses are offered in English, community life, arts and crafts, camping, recreational activities, nature study, physical education, music, dramatics, hygiene, and first aid.

Activities in Ann Arbor, Michigan — Last year twenty-four different organizations in Ann Arbor, Michigan, used the gymnasiums provided by the Board of Education on 438 different evenings. A charge was made for the use of the facilities.

The Power of Play

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not always, with the anti-social behaviors of unguarded childhood play.

Who is to blame for the neglected play of childhood, the wasted, misused or unused sports of youth, the vicious recreations that fill the leisure time of maturity? The status of the adults of tomorrow — physically, mentally, and socially — is determined to a large degree by our care or neglect of those adults while they are children today. As parents and as social-minded public-spirited citizens we have a serious responsibility and a precious opportunity. We are responsible for the physical, biological, and social environments of our children. We are responsible for the quality and quantity of their experiences within those surroundings. The precious opportunity to which I referred just now is given us as adults to make wise use of the power of play to influence the lives of our children giving them experiences that will help them in their physical education, their emotional and their other mental education and in their social education. No greater influence than that of the power of play is available for the determination and regulation of the physical, mental and social health of our children and through them the health of the men and women they are to be.

If in addition to providing our children with favorable health heritage, adequate nutrition, satisfying rest, and favorable experiences with favorable environment, we would provide ways of helping them play with their big muscles — play adequately and vigorously within the limits of their strength—help them play with alert joy and with wholesome emotional adjustment without excess, without passion, selfishness, cruelty or fear, help them play trustingly with others as they would have others play with them, we would prepare our children for youth that would be freer — if not free — from inadequate physical growth and development, from emotional excess and mental conflict and from social maladjustment.

The power of play; its power in the alluring sports and athletics of youth; the power of the right sorts of play and the power of the wrong sorts of play in the games of youth, re-emphasize

the serious adult responsibility and the precious adult opportunity to which I again refer because of their inescapable importance. It is the adult leadership and the adult audience that set the example and force the standards of sportsmanship and ethics of the game and establish the safeguards of physical, mental and social health in training, competition and celebration. These standards are made or broken by adults and copied, right or wrong, by youth.

The power of play gives a priceless opportunity to use adult leadership to determine and regulate the physical education, the emotional education and the social education of youth even as it does for childhood, and we men and women are responsible for the recreations that attract our own leisure time. If those recreations are vicious we are to blame. If they are satisfying and wholesome; if they bring happiness without regret; if they give us relaxation without worry or anxiety; if they give us bodily comfort, emotional harmony, mental adjustment, and social understanding: if these are the products of our adult recreations, we have made profitable use of the power of play.

With all the distresses that now surround us, with all the influences that now threaten our physical, mental and social health, we need today, more perhaps than ever before, a wise, efficient, calculated program of recreational engineering that will make effective use of the power of play for the health and happiness of our children, our youth, and our men and women.

A Community Children's Theatre

(Continued from page 269)

shows, and oft times the children themselves help to decorate them with cut-outs or crayon outlines. Eleanor Shanley, general technical supervisor of the Children's Theater, works with Mrs. Robertson in designing the costumes, which recently have been made through CWA labor.

The settings are gorgeous, bringing to reality the extravagant fairy tale descriptions of palaces and underground caverns. Children's plays merit more elegant settings than do plays for mature casts, because the soft beauty of line and color serves to enhance their valiant attempts at strong emotion, and, if need be, covers up small defects in action. Mrs. Robertson is fortunate in having as her stage designers Walter Newcomb and Robert Charles Metcalf, both young men of outstanding ability in the technique of set construction and lighting.

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By the use of vivid pageantry in her plays, Mrs. Robertson is building in the minds of these children a consciousness of beauty and an artistic appreciation which will remain with them always. It is well to remember that they will compose the audiences of the future, and upon the audience, depends the success of every little theatre.

There are no "stars" in this theater; individual performance is justly subordinated to group activity, and every child who comes to the try-outs (publicly announced in the newspapers), is given something to do in the next play, even if it means that the patient and versatile director has to write a part for him before the first rehearsal. There are children in the group who are lame, some who stutter, some who are deaf; there are rich, and there are poor, but all are chosen regardless of class or condition. One of the most beneficial functions of the children's theatre is its corrective one, and for that reason Mrs. Robertson strives doubly with the physically or mentally defective child.

The ultimate aim of the children's theatre is recreation and education combined, with the following intermediate objectives: first, to develop self-reliance; second, to develop power to act in an emergency, and third, to develop the ability to work well with other people. There are many ways in which these objectives are achieved aside from the actual participation on the stage in a play. The children assist the technicians in building and painting scenery, and help their playmates to learn their lines at rehearsals.

Latest educational methods are used in the training of children in the theatre, so that there is a very close tie-up between it and the public schools of the city. Rehearsals are so timed that different groups of children rehearse on consecutive days in order that the work shall not prove too confining for them. Those who are in charge of these rehearsals realize that the children are out of school when they come, and ready to have fun; consequently they are not unduly restrained, but are allowed to play as much as they like, providing they do not interfere with the players who are saying their lines on the stage.

The activities of the Palo Alto Community Children's Theatre are self-supporting, aside from the salary of the director, which is paid by the City of Palo Alto through the Community Center Commission, a regular branch of municipal government. It is housed in the new community theatre building, a gift of Mrs. Louis Stern, a local resident, and works alongside the adult Community Players organization, which gives unselfish aid and support to the younger group. Palo Alto is rightfully proud of its theatre, modern in every respect, and of the two fine dramatic organizations which it fosters. By adhering to deeply-grounded democratic ideals, and by following the sound principles developed in little theatres all over this country, they are bound to assume a position of importance among amateur theatrical groups on the Pacific Coast.

What Are Education Frills?

(Continued from page 273)

encouraged, guided; few things would be required, almost everything would be offered; *whatever was used, and used to good advantage, would then become the "fundamentals" and whatever was little used, used with pain and little profit, would become the educational "frills" and should become the first to be eliminated.*

America needs and must have an efficient school system, one which prepares all the people for efficient earning and rich living. Our school system must be based upon a political philosophy in

keeping with our national ideals and necessities and upon an educational philosophy in keeping with the same basic forces. We must choose wisely and well our administrative machinery and must scrutinize with care every offering of the curriculum. Teacher-service, pupil-time, and taxpayer's money are all too scarce to waste on any non-functioning, time-wasting, death-dealing material—material which contributes little while it is being taught and less in life after school days are over. Any subject in the curriculum could be such. Under such conditions, such a subject would then be a "frill." Considered on this basis and this alone, I join the chorus and say "away with the frills!"

Folk Culture and Leisure

(Continued from page 279)

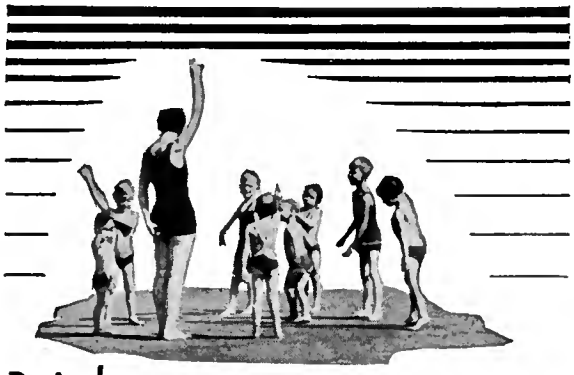
haps started something with the makings in it of a really national institution, too large for parochial ambitions, and with a prophecy of a coming folk culture to meet the demand for a new leisure.

Libraries in Community Buildings

(Continued from page 282)

the opportunity offered to make books accessible and available to all of the local residents.

The Hershey (Pennsylvania) Community Plant comes nearer to the realization of perfect community participation in every kind of recreation than any that were studied. It is a dream of the Hershey Chocolate Manufacturing Company to make life worthwhile for the people connected with their plant. The community building is only one unit in this philanthropic enterprise. It occupies six acres, and again the library is but one of the social service agencies housed under one roof. There are dormitories, a hospital, gymnasium, pool, and theater, but so well planned that each is distinct from the other, tied together by the great social hall in the center. The two library rooms are in one wing, opening on the broad terrace, with a door leading directly from the reading room into the social hall. The library, with its beautiful furniture and colorful bindings, is accessible to the thousands who indulge in recreation under the hospitable roof. Reading is as much fun as swimming, the theater, or basketball, and a pleasant relaxation after strenuous exercise. The librarian and assistants are as important in the programs planned for leisure hours as the coach, the playground di-



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rector, or the symphony conductor. The cost is budgeted among all in group — a distinct saving.

It is evident from this brief survey that, given the right conditions, a library may be located in a community building and share the varied activities to its distinct advantage. To sum up: In certain sections of large and congested cities a branch library will cost less and attract more people if it is housed with some other recreational activity, but its location in the building must be chosen with due regard to noise and confusion.

In small towns or villages, the library will have a far better chance of survival if it shares the many recreational diversions that are offered to adults as well as children. Lacking formality and an institutional atmosphere, it should still maintain its integrity as an intellectual factor and not spread its service in too many directions. Above all, the quarters should be planned to resist noise and have an air of semi-seclusion and restfulness, where the eager mind may grow and expand under the influence and guidance of the librarian and good books.

A word of warning should also be given, that unless the librarian has an opportunity to plan the library quarters, arrangements for storage, work space shelving, and the seating of readers may be entirely inadequate. Ventilation and lighting are also problems which must be given careful consideration by the librarian and, if possible, the attention of an expert in these fields.

Space Requirements for the Children's Playground

(Continued from page 293)

by a careful scheduling of hours of use; other features such as the wading pool and shelter house can be considerably enlarged without proportionately increasing the total space which must be reserved for them. Therefore as the preceding table indicates, a playground space standard expressed in terms of square feet per child must vary according to the number of children to be served.

There are several important considerations that are essential to an application of the preceding table. One is that these are *minimum* desirable standards. Perhaps the most important is that not only present but probable future child population, as nearly as can be estimated, should be the basis for determining a neighborhoods playground needs.

Again, since it seems evident that doubling the child population does not mean that twice as large a playground will be needed, the question arises as to whether it is not preferable to have a smaller number of large playgrounds at wider intervals rather than to have more playgrounds of the "standard" size. This question is all the more pertinent because it is reasonable to believe that the cost of laying out and equipping a large playground will be less per square foot than in the case of a smaller playground. Furthermore, up to a given point administration and maintenance costs are likely to be relatively less on the larger playground. It must be kept in mind, however, that the function of the playground is to serve the needs of the children living within an effective drawing radius. To extend this radius to the point where it reduces attendance or deprives children of regular use of the playground merely to save space or money is to defeat the major purpose of providing playgrounds. Furthermore greater difficulty is likely to be encountered in securing one properly located large area than in acquiring two

smaller ones. On the other hand, where the child population in a given neighborhood is very dense and especially where it is served by a single elementary school, there may be a real advantage in having one large playground rather than two smaller areas. It is reasonable to believe that except for very scattered neighborhoods or where small schools are unwisely located, an adequate playground should be provided at or near every elementary school even though the child population it serves is less than 600.

Pontiac Schools As Community Centers

(Continued from page 294)

sistence, the question of the use of their enforced leisure became an acute and crucial one. Conditions were ripe for discontent of a serious nature. With nothing to do but brood over and resent their tragic plight, the minds of thousands of men were fertile soil for all forms of disintegrating propaganda.

In this crisis the free use of the school plants for recreational, entertainment and instructional purposes became a "safety valve" of inestimable worth. It is probable that few people, even in Pontiac, appreciate the constructive and community-saving value of these diverting activities.

Only by visualizing, or attempting to visualize, the potentialities involved in the economic situation and what might have been the result if these facilities did not exist or if a narrow, schools-for-children-only p o l i c y had been adopted, can one appreciate what the policy of throwing the schools open as community centers has meant to the City of Pontiac in the way of stabilizing its distressed people and diverting their minds from their troubles.

Education for Leisure

(Continued from page 296)

magazines on leisure time topics? If so, list kind or types of magazines you would like to find there, as books or magazines on art, needlework, finishing woodwork, home decoration, vegetable gardening, etc." It was the feeling of those in charge of this study that a leisure time department in the public library would be a great service to those seriously interested in making profitable use of leisure. There were 63 replies to this suggestion—not quite all of them favorable. We quote a few of the most interesting and significant:

Yes. "I think it would be a good thing to have a leisure time department with a variety of books and magazines. Everyone has a hobby."

Yes. "I would like to have such a department and books on all vocations should be put there."

Yes. "Any practical works pertaining to home economics, city government."

No. "I have more work at home which is more of interest to me than anything else and I haven't any time for outside foolishness."

Yes. "Television."

Yes. "Needlework, costuming, puppetry, books on journalism and writing."

Yes. "Household science, gardening, art, finishing woodwork, kindergarten, needlework, home decorations, music, vocal and instrumental."

Yes. "Nursing magazines, historical magazines." Altogether, thirty different subjects were mentioned in the replies to this question.

The Conclusions

The question should now be answered, "What conclusions are to be drawn from this analysis and study of the leisure time values of the common school curriculum?" Briefly, they seem to us to be the following:

First, where broadly laid out, and richly furnished with extra-curricular material, the present curriculum is quite rich in leisure time values. It lays a rich background for the enrichment of leisure time in adult life whether such effort be individual, or through systematic organizations such as the one assembled here today.

Second, this study seems to show plainly that many of the subjects of study lately referred to as "fads and frills" rank at the very top of the list for their leisure time values, and their elimination from the curriculum would *constitute an educational tragedy.*

Third, our educational system is failing to a large degree to realize the possibilities in the leisure time values of the various subjects of study because such values are not yet understood. If these values were better understood by teachers and pointed out to the pupils the transfer of training and its retention would be better. Teachers should *add the leisure-time-value emphasis to every subject* in the curriculum whenever possible. This will add a new zest and motivation to the work for both teacher and pupil.

Fourth, it is probable that some new subject matter should be added to the curriculum to increase leisure time values.

Fifth, and finally, if the leisure time value of the various school subjects were more thoroughly understood by the general public, such knowledge would go far to recapture that hold upon the public imagination which the public schools of America have always so richly deserved.

A Center for Youth

(Continued from page 297)

tivities such as baseball, hiking and picnicking.

Membership and Attendance

From December 15th, when the center was opened, to March 15th there were 651 individual memberships (membership cards are issued to those who are out of school and over eighteen years of age). Six hundred other young people who had no membership cards used the center. The total attendance up to March 15th was 30,000.

Financing the Project

From the budget of the Recreation Department an appropriation of $3,070.55 was allotted, leaving $1,500 to be raised to complete the amount needed for the year's work. This includes the expenses of janitor service, coal, light and equipment. It is hoped to raise this money in a number of ways. A play, "Musical Mosaic," written and staged by the young people of the center and directed by one of their members, will be presented for four nights. Tickets will be sold at 15 cents for children and 30 cents for adults. Another play, "The Servant in the House," will be presented by the Youth Council, a group composed of young people of the churches. It is hoped that a considerable sum of money will be raised from the Lakewood Exposition which will be held this summer on the grounds of the center.

Another money raising project will be a large bridge party of 500 tables at $2.00 a table to be managed by the presidents of the various organizations furnishing the rooms. Still another source of revenue is to be found in the rental of rooms in the center by outside organizations.

Members of two of the classes—boxing and fencing—pay $2.00 for ten weekly classes. The rest of the classes are free. Each class decides what it wishes to take up, and if material is needed the members pay for it.

Placing Responsibility

We have found that a responsible older person must be at the center *at all times.* We have also found that the young people can successfully carry through a small project with some guidance, but they are not capable of handling large affairs alone. Their spirit is splendid but they need indirect and direct advice. They have not had training or experience in organizing people, and only a few are willing to take responsibility. The project, however, is developing and training some very fine leadership.

Not long ago we had a stunt night for which the young people took full responsibility. At the last minute they would come and say: "So and so cannot come. What shall we do?" My answer was: "You are handling this; think and then act accordingly." We insisted on their carrying the project through without help. In some instances they have fallen down badly; in others where responsible people were in charge they have been very successful. It has been a great lesson in taking responsibility and in choosing their committees. They have decided, however, that they need the help of experienced people in organization.

The Values of Parks and Playgrounds

(Continued from page 299)

sense of human relationships which is absolutely necessary to wholesome living. The playground provides wholesome means of social relationship during the formative period of a child's life and develops the quality of self-control which is badly needed in these days, and without which democracy cannot continue. Supervised playgrounds are of the utmost necessity in every city and town throughout the country for the development of our young people along the lines of social virtue.

The Wandering Sport Teacher in Germany

(Continued from page 300)

Rural Youth Committee pays the traveling costs to and from the district and the balance of the salary. The clubs or the villages or other organizations provide for board and lodging; in most cases some one volunteers to entertain the teacher.

The Day's Program

(a) Morning:

Instruction in the schools, including upper classes of neighboring schools in the vicinity

(b) Afternoon:

Course for teachers with practical exercises or instruction in the rural continuation schools and in other rural organizations, or courses for the unemployed and those in voluntary work service (arbeitsdienst)

(c) Evening:

Exercise in the open until dark

Exercise in the gymnasium of a sport club

(Interested persons in the district must be invited.)

Even though the work in the country requires a maximum use of the sport teacher's time, it should not, the sponsors feel, exceed six to seven hours daily. When possible, Sunday should be a day of rest or for promoting interest in physical education. Such meetings should be open to all people, and prominent persons and officials should be asked to attend in order to assure their co-operation.

Lectures, lantern slides and moving pictures are recommended to supplement the practical course.

Values of the Plan

Because of the economic depression the gymnastic and sport movement in Germany has suffered severely, especially in the country where it is seriously threatened by lack of trained leaders and adequate athletic fields The financial difficulties in which the rural population finds itself allow little opportunity for proper appreciation of the value of physical education. For this reason a great part of the rural youth is not included in the national gymnastic and sport movement. The sending of a training leader or a member of an athletic club to an eight to fourteen day continuation course at a gymnastic or sport institute is impossible under present day conditions for any but the most affluent athletic clubs.

For the great number of weaker rural clubs, therefore, the most effective way of securing the needed stimulation at little cost is through the wandering training course which takes place in the country and whose stimulation is direct, awakening interest in physical education among the masses of the population and strengthening the morale of the smaller clubs through the personal contact it gives. It includes the entire rural population of the district and arouses interest everywhere. The courses, which have proved very valuable, are continually being expanded.

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New Books in the Leisure Time Field

Leadership in Group Work

By Henry M. Busch. Association Press, New York. $2.25.

IN THIS BOOK Professor Henry Busch has presented the results of his experiences in dealing with a wide variety of groups of children, young people and adults, including groups in the Christian Associations, Pioneer Youth of America, Boy Scouts, Girl Scouts, Woodcraft League and other organizations. One chapter of the book, "Leisure Time and Group Work," will be of special interest to recreation workers. In it Professor Busch points out some fundamental changes needed if group work as it has been developed is to deal competently with the new leisure. He urges the importance of recreation. "Leisure time is crucial in affecting child character," he says, "especially because children respond powerfully to social approvals from other children . . . Well directed leisure time of children should produce fine character results. Undirected leisure time activities threaten the social well-being of the child . . . Communities must provide adequate recreation facilities and leadership if delinquency is to be combated and good character developed."

Summary of Handcraft and Hobby Activities

Church Handcraft Service, 115-93 223rd Street, St. Albans, New York. $.25.

THE PURPOSE of this mimeographed summary is to list and briefly explain the different types of craft work and hobbies which may be used in clubs and groups. Suggestions as to expense, special equipment needed and similar matters are included to aid the leader in selecting activities suitable for his group. All types of handcraft are mentioned.

A Player's Handbook

By Samuel Selden. F. S. Crofts and Company, New York. $2.75.

THIS VALUABLE BOOK on the theory and practice of acting has been written from notes collected through eleven years of practical observation of professional and non-professional stages. It has a twofold purpose: (1) To stimulate and guide the actor apprentice in forming a working theory concerning the playing of a dramatic role in the theater, and (2) to show him how the principles of this theory may be applied through the development of technical skill. The headings of the chapters will show how the book progresses from principle to practice: I. The "Art of Acting"; II. Communication and Response; III. Training for Expressiveness—The Body; IV. Training for Expressiveness—The Voice; V. Playing the Part; VI. The Actor and His Director. In this section are to be found the exercise materials covering body control, pantomimic sketches, vocal control, reading selections, and exercise in character development.

Manual of Nursery School Practice

By Iowa Child Welfare Research Station, University of Iowa, Iowa City. $1.00.

THIS MANUAL of Station preschool practice, undertaken primarily as a source of orientation to new teachers and workers, is appropriate for the most part for all persons interested in establishing and maintaining a nursery school. The detailed information it gives makes it an exceedingly valuable guide to nursery school activities and administration. Illustrations add to the attractiveness and usefulness of the volume.

Negro-White Adjustment

By Paul E. Baker, Ph.D. Association Press, New York. $3.00.

CONCERN FOR RACE ADJUSTMENT between white and colored Americans has manifested itself in the formation of various interracial agencies and programs. Mr. Baker has studied the ten agencies concerned, the policies to which they are committed and the way these policies work out in actual situations. He shows the duplication of effort and method, of policy and goal, and summarizes and interprets the results achieved by a close examination of some forty cases of actual situations where the agencies have applied their methods and philosophies to Negro-white problems. The final chapter of conclusions and recommendations clearly demonstrates the timely value of this book.

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Certain Basic Assumptions Underlying the Work of the National Recreation Association

1. Life grows by action. It is through expression, through wholehearted investment of their energies and talents that people become and continue to be buoyantly alive. The law of life is that it shall be saved by expenditure.

2. Since workers are less and less finding an outlet in industry for the adventurous and creative spirit they must increasingly learn to find that outlet in leisure time.

3. Particularly, in our complex and changing age, mental health and integration of personality demand participation and a pouring out of creative energy.

4. Play is that activity which is interesting and satisfying in itself. It is under the warm motivation of play impulses that the highest creative skills are incubated and born. These skills have a value not only in the play life but carry over into what we customarily consider the more serious and difficult aspects of life—home life, civic enterprise and industrial activities.

5. Morality involves purpose, choice, planning. These are characteristic of the freedom of leisure. Thus leisure affords tremendous character opportunity. The good life is characterized by rich and growing interests and satisfactions. Freedom, too, is associated with growing powers. Increased skill brings new powers, new controls, and leads to greater freedom.

6. Participation rather than vicarious experience is important in the realization of these values.

7. Participation in group activities trains in citizenship. The development of enjoyed play and recreational opportunities and activities can be an integral part of the development of community loyalty.

8. Appreciations are concomitants of participation. Those who are skilled in activities are more likely to appreciate real values, standards, skills and beauty.

9. Leadership is of primary importance. The leader must understand people, their desires, needs, and possibilities. He must himself possess skills or know how to secure the services of leaders representing a great variety of skills for teaching, guiding, directing. He also must be an individual of well-rounded personality and upright character, with power to influence character and personality in both children and adults.

10. A community program for recreation must include the discovery of potential interests, talents and skills, training and education in the creative use of leisure, and a wide variety of opportunities to serve the multitudinous interests—physical, social, musical, dramatic, nature, etc.—of different individuals.

11. Government, the collective agency of the people, is responsible for fostering and administering such a rich program of leisure time opportunity. With the expenses borne by the taxpayer there can be developed democratic opportunity for all to participate in a variety of desirable and rewarding activities. Such democratic provision of enriching experience to all of its citizens will help to develop loyalty toward the democratic community.

JOSEPH LEE.

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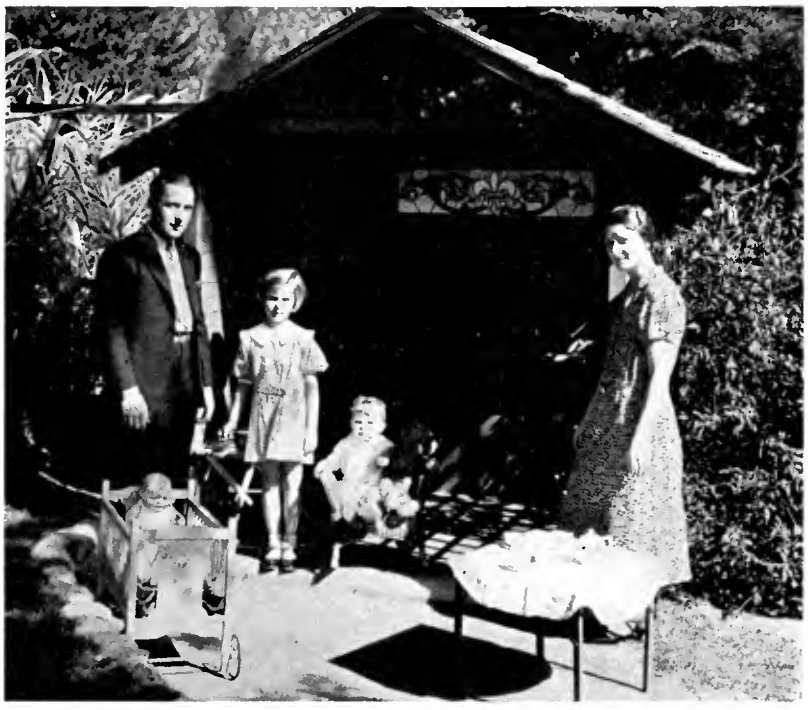
The Backyard Playground

Courtesy The American Home

The backyard playground movement in Seattle, Washington, was initiated in 1929, under the auspices of the Seattle Council of Preschool Associations. At that time 368 yards were entered in the contest. In 1933, 3502 bockyards contested for honors and Mayor John Dore officially proclaimed April as Backyard Playground month. Open house was held in various prize winning yards for two consecutive days so that Seattle citizens might inspect them.

What Seattle, Los Angeles and other cities are doing, your city, too, can do. Why not join the list of cities which are making their backyards famous?

Play Together and Stay Together in Your Own Backyard!



This inviting playhouse is only a part of the equipment provided for $5.00.

In the June 1933 issue of RECREATION we published the story of the first backyard playground contest conducted by the Los Angeles Playground and Recreation Department. Through the courtesy of Glen O. Grant and Samuel Friedman we are able to present an account of the second year's contest which was even more successful than the first.

FOUR LOS ANGELES families, who have discovered the key to real happiness and home solidarity in their own backyards, are proudly displaying to neighbors and friends the championship certificates which they have been awarded as winners in the city-wide backyard playground building contest just concluded under direction of the Los Angeles Parent-Teacher Association and the Los Angeles Playground and Recreation Department. The contest, which started a precedent last year, attracted even more attention and brought about a more widespread response this season than before.

Greater public leisure, which has been one of the direct results of changing industrial conditions, has caused many a family to think seriously about developing a program of recreation which would enable its individual members to enjoy the things they like the most and at the same time spend more hours in each other's company. The lowly backyard, once considered only as a catch-all for odds and ends, with perhaps a few flowers and lawn spaces to prevent it from being a total aesthetic loss, really came into its own in many homes in Los Angeles as a result of the contest.

Parents, thinking about ways and means of making their yards attractive, not only to their children but also to their young people of high school and college age and to older folks as well, planned thoughtfully and wrought ingeniously to make of the home enclosure a really attractive recreation center, and as a result of this planning many backyards in the Los Angeles area were transformed into places not only of artistic beauty but also of a high degree of usefulness — places where members of families will spend many happy playtime hours in each other's society.

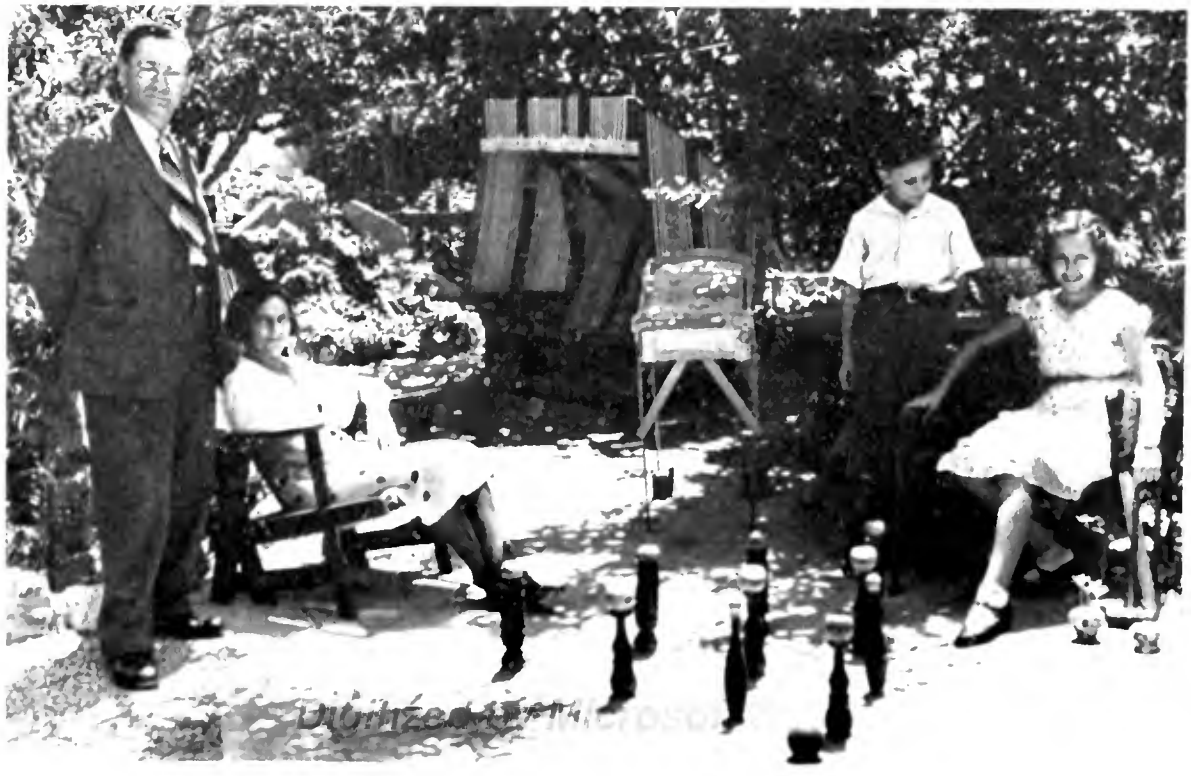
Adopting the concise slogan, "Families That Play Together, Stay Together," members of the Parent-Teacher organization in Los Angeles took up the contest enthusiastically with the cooperation of municipal Playground and Recreation Department officials, and gave the plan widespread publicity among Parent-Teacher Association members. Fathers' Councils were particularly active in spreading the news about the contest and in interesting many parents in building and developing their own home play centers.

The contest was divided into four classifications in order to provide a fair basis of competition for all families regardless of their finan-

Much can be done with an expenditure of $15.00, as this playground proves.

cial situation. Of these four classes the most popular, naturally, was that of backyard playgrounds built with no cash expenditure on the part of their owners. Here was a division of competition which really challenged the ingenuity of those who entered. Discarded bits of lumber, old automobile tires, old automobile license plates, tin cans, broom handles, gas and water pipes, barrel

The winners of the no-cost playground expended no money, but much ingenuity.



hoops, and in fact all imaginable kinds of "junk" were dragged out and put to use in building the home recreation centers. Among the types of facilities which were built with these odds and ends, were swings and slides, seesaws, sand boxes for small children, miniature golf courses, basketball practice courts, and a large variety of equipment for other games and sports.

In two of the remaining classes, entries were limited to an expenditure of $5.00 and $15.00 respectively, and contest judges were surprised at the large number and variety of yard and garden games and sports which were provided with this very small outlay of cash, supported by a very large application of planning, manual skill, and ingenuity. In the fourth class no limit was placed upon the amount which parents could spend in developing their backyards, and as a result this division of the contest produced many beautiful and splendidly equipped home playground centers.

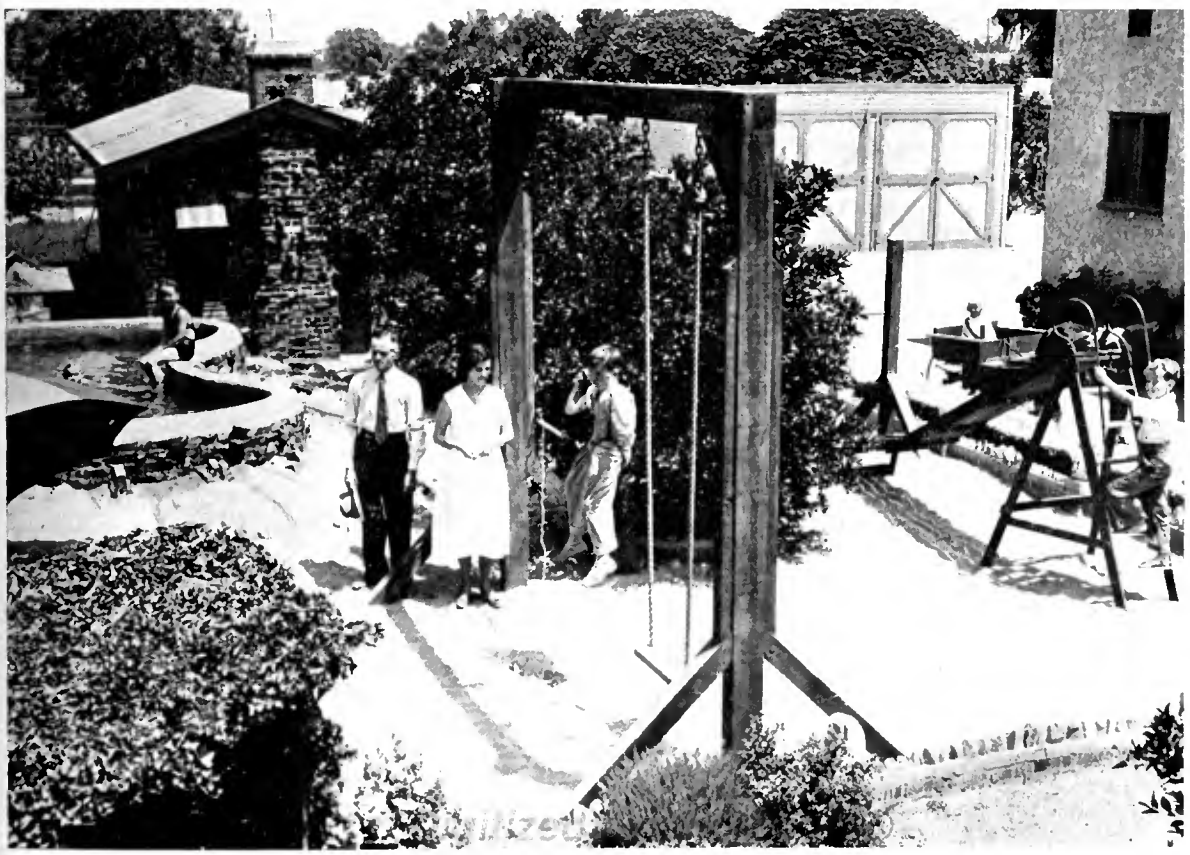
At the conclusion of the contest, during the latter part of April, neighborhood judging committees composed of one representative each of the P. T. A. groups, the municipal playgrounds, and the city schools, visited every backyard entered in the competition and selected the best one in the neighborhood. These local winners were then carefully surveyed by the city-wide judging committee and final awards were made on the basis of the committee's report.

After weeks of careful judging, in which backyard playgrounds built by scores of families in all sections of the city were inspected, the four winners were selected—one each in the four classes of competition. They were adjudged to have developed the finest all-round recreation centers in their yards for the use of their children, their friends, and themselves, within the limits established for each class.

The Mortons' backyard, winner in the no-cost division of the contest, provides a striking example of what any householder may accomplish for his family without a cent of money in expenditure. By the exercise of patience and ingenuity, in the course of about a year, this family has developed the home enclosure into an attractive center where happy leisure time hours are spent in

(Continued on page 355)

The prize winner in the unlimited class was this splendidly equipped playground which cost $75.00.



Citizens on Trial!

By WILLIAM G. ROBINSON

KALAMAZOO, MICHIGAN, adopted a novel way of acquainting the community with the leisure time needs of its young people when, last spring, it held in the municipal court room a trial of the case of the young men and women of the city against the citizens of Kalamazoo. A prominent clergyman acted as judge of the court; five witnesses presented the results of a recreation survey; the jury asked questions and deliberated; summonses were issued to people whose attendance was important, and a general invitation to attend was published in the newspaper.

First, a Study

The trial was the result of a survey, which in turn was the result of the organization, three years ago, of the Recreation Council made up of representatives of all organizations engaged in recreation work in the city, including the Department of Recreation, the Physical Education Department of the schools, the Y. M. C. A., the Y. W. C. A., the Boy Scouts, Girl Scouts, Douglas Center, Western State Teachers College, and Kalamazoo College. The study was concerned mainly with what was already being done and what needs were evident. It was made by members of the Recreation Council who used the form supplied by the National Recreation Association. Information was presented under four headings: (1) What the City Recreation Department was doing; (2) What the Board of Education was doing; (3) What the churches were doing, and (4) What the library, art institute, symphony orchestra and community were doing. Recreation was broadly defined as "physical, mental, social and creative activity which refreshes and helps the individual to live more fully."

The results of the survey were presented to the court by the five witnesses who divided the subject into the following headings: History of the survey; location of centers; cost of recreation; opportunities for all, and large versus small group activities. Severe indictments were offered because of the fact that there were only five tennis courts available to the public; that there were no play areas lighted for evening play; that inexpensive places for dancing under proper conditions were lacking; that there were only two organizations in the city which provided opportunity for the development of musical or dramatic ability, and these had higher standards of ability than the average young man or woman has, and that certain sections of the city were especially lacking in leisure time opportunities.

Our readers are familiar, through articles in the magazine, with the public hearings on recreation held in New York City and Philadelphia. Kalamazoo, Michigan, has joined the roster of cities using this interesting method of bringing recreational needs to the attention of their citizens. Mr. Robinson, a district representative of the National Recreation Association, tells in this article how it was done in Kalamazoo, and cites the results.

The Court Passes Judgment

The judgment of the court was that the recreation agencies of the city and its various social agencies had not been made available to as great an extent as they might under a revised plan. Accordingly, it was the further judgment of the court that a committee known as community recreation representatives be organized to formulate and execute a plan to increase recreational opportunities for young men and women. This committee is composed of two representatives from each section of the city, and sub-committees are being formed in each division. The general committee is preparing a long list of volunteers ready to give advice and training in various recreation and hobby activities, and an ERA project is supplementing the professional leadership of the existing agencies. The central committee has also suggested procedure for the district groups, stressing the importance of having representative young people taking part in the plans; it has listed the existing agencies and suggested neighborhood projects.

Results Secured

Two more summer playgrounds under city super-

(Continued on page 356)

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Why Not Give the Girl a Chance?

By DORA DODGE
Director
Worcester Girls Club

Isn't it time to consider the need of training these potential mothers in the art of living?

"HELLO," came a voice over the telephone. "Is this the director of the Worcester Girls Club? This is Miss Brown of X Street School speaking, I am sending a little girl to your Vernon Hill Branch club; I'm paying her way myself and I do hope she will stay until she becomes interested. Her name is Mary Ellis."

"Thank you for letting me know," answered the director, "I'll have a leader on the lookout for her and we'll do our best."

Later the leader was asked if Mary had arrived. "Yes," she answered, "and she is pathetic. So shy, she kept her head down and whispered the answers to questions when I was registering. She looked about as neglected as any little girl we ever had." "Please report to me if she doesn't attend regularly," requested the director, and then she let the matter drop, because only very outstanding cases may have special attention when you are planning for 1800 girls on an extremely small budget.

About three months later the leader came into the office, "I think we should find out more about Mary Ellis. So much has happened to her since she came into the club." "Just what has happened to her?" asked the director. "She has found herself; she is no longer afraid. For a long time now she has taken for granted that the rest of the girls want her in the games. She hung back so at first we had to draw her in, but today I was so surprised when the girls selected her as a team captain for the tournament, and when they chose their emblem she had such a good idea that it carried." "Might be a human interest story," said the director thoughtfully and she took up the receiver of the telephone to call X Street School. Of Miss Brown she asked, "Do you remember sending us Mary Ellis? Would you mind telling me just why you wanted her to join the club?"

Then Miss Brown told the story. Never in her years of teaching had she seen a transfer card of any child quite full of addresses until Mary's came to her. For Mary's mother was an undesirable neighbor and she had been evicted from so many tenements that life to her family had become just one move after another. Mary's brothers and sisters had given up study long ago. What is the use of marks when you never stay long enough with any teacher to know what it is all about? Somehow Mary was different, she had shown a fair average in spite of her nomadic schooling and the principal became interested. But it was when in the course of questioning she asked Mary about her friends and received the answer, "I ain't got any; I never have time to know any we move so much," that Miss Brown became determined Mary should have the chance she knows belongs to every member of the Worcester Girls Club, that of a friendly sharing of happy activities.

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The director wrote the story and put it into the file along with many others to be used for publicity purposes. A second time she considered the incident closed, but a few weeks later Miss Brown's voice again came over the phone, "I knew you'd be interested and sorry," she said, "to know you're losing Mary. Trouble with the landlord again and they are moving two miles out on the other side of the city. If it's any comfort to know, we have all noticed how much the club has done for her."

Now comes the interesting part of the story. The club did not lose Mary for Mary would not relinquish the club. She walked the two miles on club nights arriving a little late but glowing. At first she tried to bring other girls with her but they found the walk too long. Still for two years Mary persisted. "She is a real leader," the gymnasium leader reports, "but in a quiet way. If ever a girl misses the steps of the dance or the rules of the game because she has been absent, Mary is sure to get her into a corner and teach her before we do it again." And the director wonders what might have happened to this potential leadership if it had found a less favorable outlet.

Over 1800 girls are finding friendship and opportunities each year in the Worcester Girls Club. The sponsors of the organization aim definitely to serve the really underprivileged girls of the city. They realize that if a fair proportion of them is to be reached it must be done by offering opportunities to large groups at a time. There seems no way of furnishing enough leadership to serve the mass of little girls from the poorest homes of our great cities, if we cling to the idea that they must be handled in small groups where individual work can be done. There is never enough money to pay the necessary number of leaders and the best of volunteer leadership is uncertain and shifting. The harm done by starts and stops in girls work has been too often demonstrated.

Fundamental Facts

Faced with the problem of developing the program on a very small budget we took certain facts into consideration:

1. The program must be attractive, offering to different groups a variety of things they really want to do, rather than what any adult group may think they ought to do.

2. There must be a plan of character building back of the program. Unless standards are actually raised and forces of good sent out into the community there is no real excuse for using community money.

3. There must be dues, for part of the training must be to develop business sense and a satisfaction which comes from paying one's way, but these dues must be kept so low as to insure a membership of those most needing the program.

4. Most difficult and most necessary of all there must be only excellent leadership. Recalling the story of the Bishop who asked three workmen what they were doing and received the characteristic answers—"working for $3.50 a day," "cutting stone" and "helping to build a beautiful Cathedral," the director has determined that the task is too delicate to risk in the hands of anyone who is working for money alone. Stone cutters may be trusted only so long as they prove they are getting the picture. But the test of leadership for that most precious material in any community, it's potential motherhood, must be whether or not the vision of the goal is constantly before the worker.

5. The work must be limited to the actual support of the community. It's success must not tempt us to spread out beyond the point of actual service. Too often girls work has been spoiled because the need is so great and the support so meager.

The Program Develops

Slowly the program has been developing, not to perfection, because it reached its limitations all too soon, but at least to a gratifying success. Possibilities for experimenting have been great and we are constantly making interesting discoveries, but on the whole it has been a common sense arrangement of activities giving opportunity for the different age groups of girls to play at what they most desire. Training in any subject is not emphasized so much as the fun to be derived by participation. We do not coach plays for perfect production, but instead we play at dramatics and incidentally learn much of stage technique while we are very young. Then credible performances are given at our Saturday Open House periods by dramatic groups simply because we suddenly discover the play is ready for production. It has grown out of our fun and must be used to amuse some one else. Each year the girls in the older groups want to tackle more difficult plays. We are looking forward to the time when a Little Theater group will develop in our Senior Department. Already the demand for it is coming from the girls who have learned by participation what it is all about. The support must soon follow.

"If you are going to degrade the profession of nursing by making a game of it, I am not interested," said the first nurse we approached. But we found a Red Cross nurse who was the mother of two little girls, "What a lovely idea," she said when we described what we wanted, and she has made a game of Home Nursing and Personal Hygiene that will carry over into many a home of

the future. For a few girls will earnestly work for a Red Cross diploma and pin, but many girls will be discouraged early in the game and decide it is too much like school. Yet these same little girls will play doll with you and keep house and tend a sick patient in bed with tremendous earnestness. No child can attend one period of this play without gaining something. And who knows how much one lesson learned may affect a home of sordid surroundings?

The writer once called on a mother who had lost all sense of beauty and interest in her home, if indeed she ever had any. In a squalid, smelly, unkempt kitchen with chairs and sills piled high with miscellaneous articles, stood a plain deal table in the center of which was a newspaper centerpiece torn in attractive design to resemble lace. On it were a ten cent bowl and one lily bulb. "The teacher told Anna you always ought to keep one beautiful thing in the middle of the table where you eat. So she insists on keeping that there in the way," the mother complained. And the writer left that home with a prayer in her heart that the little girl might hold the vision of one beautiful thing until she proved that desire for beauty can overcome ugliness.

Group Divisions

The girls are divided into age groups and each group alloted one afternoon a week for activities. Each girl spends one period in the gymnasium and one period in some other activity which she may choose. The program which follows does not include all we would like to put into it, but the activities which have proved successful in holding large groups:

For Girls 6-7 and 8 Years of Age. Gymnasium rhythms, singing games and simple dances, balance beam, bar work and tumbling, and a choice of handcraft or story dramatization. The girls up to 7½ years simply play stories which have been read to them the week before. Sometimes costumes are used to increase the interest, and simple stage directions are practiced in the acting of all stories until they acquire the habit of an imaginary audience. The older group act plays, make scenery and use costumes. Some of the better plays are produced at the Saturday open house periods.

For Girls 9 and 10 Years of Age. Gymnasium marching, tumbling, balance beam and bar, folk dancing, singing games and relay races. Choice of handcraft, percussion band, music appreciation and chorus work.

For Girls 11 and 12 Years of Age. Gymnasium marching, tumbling, folk dancing, simple tap dancing, lower organized games calling for team work, tournaments and team emblems, play a large part in the gymnasium program for this age. Choice of handcraft, woodwork, home nursing, puppetry and dramatics.

For Girls 13-14 and 15 Years of Age. Gymnasium marching, tap and natural dancing, mat work for those who choose it, team games, beginning volley ball and basketball. Because of large groups we have little chance for basketball but every girl has an opportunity to know the game and have combination games for practice. Choice of handcraft, dramatics, music (presentation of operetta).

The High School Club. Our next group is for girls 15 and over who can come to the evening high school clubs. Two evenings are given to these girls. While it is primarily a high school club any girl may stay in it until she is 17 when,

Handcraft is an indispensable item in the program of the Worcester Girls Club.

if she is out of school, we encourage her to join the senior department. High school girls may stay until after graduation, or may join the senior department any time after 16 years. Definite age limits after 15 years have proved to be barriers so we try to consider individual cases in placing girls between the ages of 16 and 20.

Social Dance Classes

The program consists of gymnasium, knitting, dramatics, Emily Post Club, newspaper club and social dancing classes. The development of the social dance classes and the Saturday evening dance club has been especially interesting. This is one of the few places in the program where instruction has been stressed more than enjoyment of participation. The procedure has been as follows: When a member is 15 years old she may place as many boys' names as she wishes on our boys list. These boys never know who gave their names, but are invited to join a dance class, either beginners or advanced as the case may be. Boys who know of the list sign their own names if they wish. Classes are limited to 120, 60 boys and 60 girls. The fee is 35 cents for six lessons and must be paid in advance. All girls must be club members. The boys are mostly brothers and acquaintances of the girls.

These young people are taught not only social dancing in good form but the etiquette of mixing together in their own age groups which will help them to feel sure of themselves and to overcome a tendency for boldness and impertinance that is often only a shell to hide natural shyness. For instance, we do not find it hard to substitute "May I have this dance" for the dance hall jargon of "How about it?" and "Come on, let's go." Girls and boys have actually thanked us for telling them what to say to the hostess in leaving and so relieve the awkward moment when they want to "duck and run." Boys have learned that it does make a difference if they wear a coat, collar and tie instead of a sweater. Girls do not have time to get silly and self conscious because they are too busy learning the steps and the large groups of miscellaneous young people soon become friendly social families.

If no one takes the trouble to teach the very simple but necessary fundamentals of mixing together, and we leave them to learn to dance in commercial dance halls, it is not the fault of the younger generation if they appear crude. When we have once gained the confidence of these boys and girls together in our social dance classes, we have opened up new avenues of approach for other training.

The last lesson in the series of the advanced course is in the form of a party where refreshments are served. A committee of boys and girls, together with the dance instructor, plan the party. While the lesson is in the form of a party it is planned especially to instruct the members how to behave when refreshments are served. This instruction we have discovered very necessary since we have found all too often that the too-lately-acquired manners slip badly when food is announced. It is always a bit discouraging to see how quickly an orderly party can turn into a mob riot at the smell of food. However, some of the most troublesome members have been known to turn into the most helpful when they once have been made to realize how it should be done.

All boys and girls who have finished an advanced dance course are given membership cards to the Saturday evening dance club. There is no other way of obtaining a membership into this club, though guests may attend once in a season if they arrange for it through a member before noon on Saturday. They pay an extra small fee. The fee for dance club members is ten cents a night, and fifteen cents for extra parties such as Hallowe'en, Christmas and Valentine parties when refreshments are served. These parties are planned and carried out by committees of boys and girls working with the dance instructor, who is a most unusual woman with excellent leadership qualities. We also use two volunteer workers a night to check the young people in, because we keep name files and a record of the attendance of each boy as well as each girl.

Certain facts about the dances and dance courses are interesting. In almost every dance class the registration for boys has to be closed first and we turn away dozens of disappointed boys from each course. We keep their names and they are always invited into the next course. Attendance of boys at dances is usually larger than that of girls, in spite of the fact that dances are also being conducted at the Boys Clubs in the city.

Boys help us to hold a high standard often reporting to us any infringement on rules. When we thanked one boy for doing this he remarked, "It wouldn't take long to spoil it all, and it's the only place I like to take my girl." Girls who have not been members long do not fit well with girls

Courtesy German College of Physical Education *Photo by Riebicke*

who have grown up through our program even though they are apparently of the same home background. No effort on our part can hold them in the club. Boys have tried to bring their sisters, and while the boys have stayed the girls have not been happy. Yet the boys give as their reason for coming that they like the kind of girls they become acquainted with at the club house. This has demonstrated clearly to us the value of the club training and environment on the lives of little girls. We have said very little about grotesque dancing positions in the dance club though the need was great in the beginning. We taught correct dancing positions in the classes and stressed the importance of learning to dance correctly. As the class members fed into the club the poor positions began to disappear. The change was gradual but at the present time couples dancing with poor positions are so rare as to be very conspicuous.

Over 1000 individual boys and girls took advantage of these courses last year and the attendance at classes and dances was over 6,500.

Other Program Features

Another very interesting activity is the group piano instruction open to girls club members of all ages for 25 cents a week. One unique feature of the class is the fact that the leader will use any book which the child brings if it is graded to suit the child's need. Thus a group of six girls had as many different books yet were all learning from each other as well as from the leader. The books are often worn and frayed, showing much use by a former owner, yet they hold the key to a wonderful skill which can give great individual pleasure and by using them instead of requiring new ones we are giving opportunity to many girls who could not otherwise afford music lessons. Some little girls spend the entire Saturday morning listening to instruction not only of their own group but all the others. One little girl especially "hugs the piano" and drinks in every word the instructor says, advancing steadily in her own work. Girls may have vocal instruction for 35 cents a lesson.

The Summer Program. In summer time the Girls Club members have the use of the Boys Club swimming pools for six weeks, and we give an intensive course in swimming, mostly for beginners. As there is ample chance for practice at the beaches after the girls have once learned to swim, they do not come back to us until they are ready for Red Cross Life Saving. About 400 beginners each year take advantage of six lessons at the pool for thirty-five cents. At the pool we also conduct a nature contest, by passing out sets of questions and riddles, the answers to be found in the parks and Natural History Museum. This

acquaints our youngest members with the museum and its work. A club of mixed ages known as the "Girls Club Nature Trail" carries through the winter at the club house.

Senior Department Privileges. Any girl sixteen or over may join the senior department of Girls Club whether she is in school or not. A membership entitles her to the use of the club rooms, game and reading rooms five evenings and on Sunday afternoon. It also gives her access to certain low fee classes not open to the high school club members. As the membership fee is fifty cents more than that of the high school club this department is taken advantage of mostly by girls who work. The program usually consists of basketball, gymnasium, handcraft, knitting, pottery, and social etiquette, beauty culture, voice, harmonica, and dramatics.

Within the senior department two self-governed clubs have been formed with about fifty members each. They have their own officers, the use of certain club rooms on designated nights and sign up for other rooms and facilities as they need. They plan their own social dancing parties and hikes, fitting their program about the general program. Members from both of these join classes in the senior department program and serve with senior girls on Sunday Fireside Tea committees, planning a tea and entertainment not only for club members but for any girl in the city who may drop into the club house on Sunday afternoon.

Dues. Dues in all departments are kept low since we are aiming to serve girls who can afford little. The fee for little girls six to fifteen years of age in the afternoon clubs is twenty-five cents for one year. This entitles members to participate in activities open to their particular age groups one day each week, gives access to the game room on two more afternoons a week during the coldest part of the winter and to the club house for three hours on Saturday afternoons when an open house program of games, dancing, story-telling and community singing is carried on for all junior members. The fee for the high school club is twenty-five cents for participation in the gymnasium class each week for a season. An additional small fee is charged for all other classes so that activities in the high school program are self-supporting. The fee for all senior department members is seventy-five cents a year. Special arrangements have been made during the depression period whereby girls may earn their memberships by giving a certain number of hours service or may pay over a period of three months.

Scope of Activities. There is always a saturation point beyond which we cannot serve but only bungle. Determined to keep within our limit it has been necessary to limit our membership to about 1900 girls. This has been done not by setting a limit on the membership as a whole, but by closing registration in any department when the capacity for service is reached. It is gratifying to note the older groups are larger each year while we take in about the same number of little girls. The growth in attendance during the past five years and its relationship to our budget are indicated by the following figures:

Year	*Budget*	*Attendance*
1928-29	$11,087.00	12,590
1929-30	13,601.96	16,575
1930-31	13,986.00	22,189
1931-32	14,239.00	32,051
1932-33	11,856.00	40,901
1933-34	11,598.00	

Leadership

It isn't difficult to find teachers who enjoy imparting knowledge of some chosen subject, or coaches who love to show their skill in drilling for the champion basketball team or excellently produced play, but to find a teacher who is willing to make her subject secondary to the subtle values of character training with often imperceptible results is to discover a leader. Such leadership is essential in the club work for little underprivileged girls if we are to reach results, and finding leadership will always be one of the big problems of the work since the pay in dollars and cents is small and the groups to be handled are usually twice as large as one person can manage efficiently. The best source of leadership so far discovered is among mothers who have been trained as teachers and have had some experience before marriage. These mothers often like to keep "their hand in" and when their own children are old enough not to demand all of their time, are usually glad to work for the small fee we can offer. They get the idea of recreational leadership much more readily than the inexperienced teachers who also are often available, and they usually have a keener insight for true values.

Supplementing the staff of about twenty leaders who are paid by the hour the Worcester Girls Club uses forty volunteer assistants, often unemployed teachers or students desiring experience. The paid leaders plan the work and serve much

larger groups of girls with the help of the volunteers. The volunteers sign business-like contracts and are proving very dependable since they come to get something as well as to give. We keep the data of their training and experience in our files and are glad to recommend them if they make good. We also choose our paid leadership from this group whenever we find good material.

Is It Character Building?

"How can you be sure it is character building when you take such large groups that you can't know individuals?" This question has come to us often. We have had gymnasium classes of over a hundred little girls on the floor at one time, music and home nursing classes of forty and fifty and crowded handcraft rooms. Our branch club has been packed as full of girls as sardines in a box, and little girls have come after the registration was closed to them to sit for two hours around the side of the room to watch the fun, because as one little girl put it, "well, there is nowhere else to go." Yet those of us who observe it closely are convinced that the work is character building. Raising a standard for a group cannot help but raise the standard of the individual. And we have watched case after case of individual adjustment that has proved the point for us. In fact there are a number of things that can be said in favor of large group participation always granting that the leadership is excellent.

One hundred girls on a gymnasium floor cannot have a good time without learning to cooperate. The girl who doesn't play fair is in the limelight when room is at a premium. If there aren't tools enough to go around in a woodworking class a spirit of sharing and comradeship must grow if the group survives. Girls certainly have to do their own thinking where there are few people to think for them.

We have a code which is printed on junior membership cards. We do not insist that it be memorized. We require no promises. We suggest that it be kept in the corner of the mirror or some place where it can be seen often. Each leader is asked to demonstrate how it can be lived in the group work with as little preaching as possible.

Worcester Girls Club Code

Wishing to live life at its best, we of the Worcester Girls Club shall
Search for the best thing in our play.
Share our best thing and so double our own joy in having.
Smile as we try to remove hard things from the way.
Give good comradeship to everyone.
Reach for that which at times seems unattainable that we may grow.
Play fair, that the game may be always worth playing.
Be true, that we may never be afraid to face facts.
Master our own selves, that we may in time become masters.

A good proportion of the club girls have been attending five, six and seven years, some of them without missing a day. Contact with leadership and standards must and does leave its mark upon these little girls who have "nowhere else to go." And since each year all classes for older girls are larger we feel assured that the value of these contacts has become evident to the girls themselves.

Just how many little girls who might be problems in the community adjust because they have an outlet for their leisure time we do not know, but we have seen so many that we are reasonably sure that year-round recreational opportunity would lower perceptibly the number of delinquency cases and cases which get to clinics. Two things happen to a girl who finds no outlet for her playtime desires. Either she becomes morbid and overshy, shutting up within herself fears and misunderstanding, or she becomes sullen and quarrelsome, loving to pester and always on the defensive. Neither type makes for very good citizenship. Over and over again both types have adjusted in activities at the Girls Club with no special attention, simply because they were assured an equal share in the opportunities. Over and over again we are finding that these would-be troublesome ones are the most talented in music or dramatics or the most rhythmic in the gymnasium, always the most eager to accept the opportunity of outlet. Perhaps if they were ordinary they would meet life as stolidly as do many of their less talented sisters, but because they have greater capacity for something fine they chafe harder under the lack of it.

"What would you do if nobody liked you and you didn't know why?" The director was startled by the directness of this question from a scowling girl about fourteen years old. Jane was the ugly duckling of the gymnasium class. Everyone laughed at her because her ungainly awkwardness coupled with intense earnestness was irresistible. So Jane was on the defensive and her quick retorts were cutting albeit very witty. Yet her

earnestness had given her the courage to seek help where she had a right to find it. At the close of the conversation the director wondered if the trite truths she had offered could have any real meaning at all to Jane. But there followed a year of the most interesting effort to put into practice to a letter every suggestion that the director had given. Dogged persistence won out gradually. Leaders became interested and extra opportunity for dancing and gymnasium work were made available. Persistence made her excel so often that she won the admiration and finally the genuine liking of the girls. Later she brought an awkward brother to the social dancing class and we wondered how many hours of practice they put in to conquer the steps. Then came a visitor to watch the social dance club one night, "That little girl in the plaid dress is the most graceful dancer on the floor," she remarked. The director's heart thrilled. She alone was seeing the ugly duckling of two years before and wondering what might have happened if there had been no opportunity set in the way.

Reformatory officials tell us that 90 per cent of the girls in their care have never had the opportunity to take part in a wholesome recreation program. It costs between $400 and $500 a year to support a girl in a state reformatory, but a fee of $10 a year provides for a girl in a girls club. The Worcester Girls Club is operating at a per capita cost of $7.50.

Leaders with large groups of active girls cannot give time to discipline the few who do not fit, so the problem girl meets the director, but meets her with no barrier between them. She is invited into the office for a get acquainted chat with no idea of discipline. The leader's name is not mentioned, though sometimes a change of leader and of activity straightens the matter out. Sometimes a misunderstanding is explained away. Often a little extra attention will set things entirely right, or a home condition is brought to light which helps the leader to understand. However, the real problem cases are few, when opportunity for varied activity is given.

Will Girls Participate in a Recreation Program?

So many times the criticism has been made, "We have tried to draw industrial girls into our program and they will not take part. If they come at all they do not dress right for the activities and they hang back. Our classes usually peter out and the boys get the use of the facilities because they demand it."

The depression practically did away with the term "industrial girl" in Worcester, and made us think in terms of girls who have very little, if anything, to spend on recreation. It made us discover that all of these girls have definite tastes already formed and that we can do very little about changing them. The majority long for movies and the dance halls. They did come in small groups to see "what it was like"; they were dressed in high heels and clothes impossible for the gymnasium floor and they didn't last long in any strenuous activity. Some few became interested in making something to wear, but as money for material was scarce and skills had not been developed these small groups could hardly be classed as recreational. Perhaps the most successful group was the "Beauty Recipes" class which gave practical instruction in personal appearance, but even that failed to compete with the magazine advertisements and movie actress type of beauty propaganda.

But to offset these demonstrations of the lack of enthusiasm we have hundreds of girls from the same type of homes who have grown up through the Worcester Girls Club. They are coming out ninety strong to gymnasium classes. They are dressed right because they have learned how to dress for gymnasium play since they were six. Some of them had difficulty in acquiring their first pair of sneakers and played at a disadvantage when they were little, and they have valued each succeeding pair as they have grown up. They enter our handcraft classes and make sweaters and dresses cheaper and better than they can buy them, because they have been making things since they were six. They produce play after play in dramatic clubs until it seems impossible to find nights enough for them, because they learned to enjoy it when they were twelve. We never have enough space and time to devote to their demands. Not all of them are athletic, but fine dancing proves as healthy an exercise for the rest and a fair proportion take both. Most of them swim well. Lack of facilities makes it impossible for us to develop tennis skills, but it is not lack of desire on the part of these girls. If only one-fifth of the girls of a city are trained to understand participation in healthful sport let's not blame the other fourth-fifths who never had the opportunity for such training when they do not want to demonstrate that they are dubs at it.

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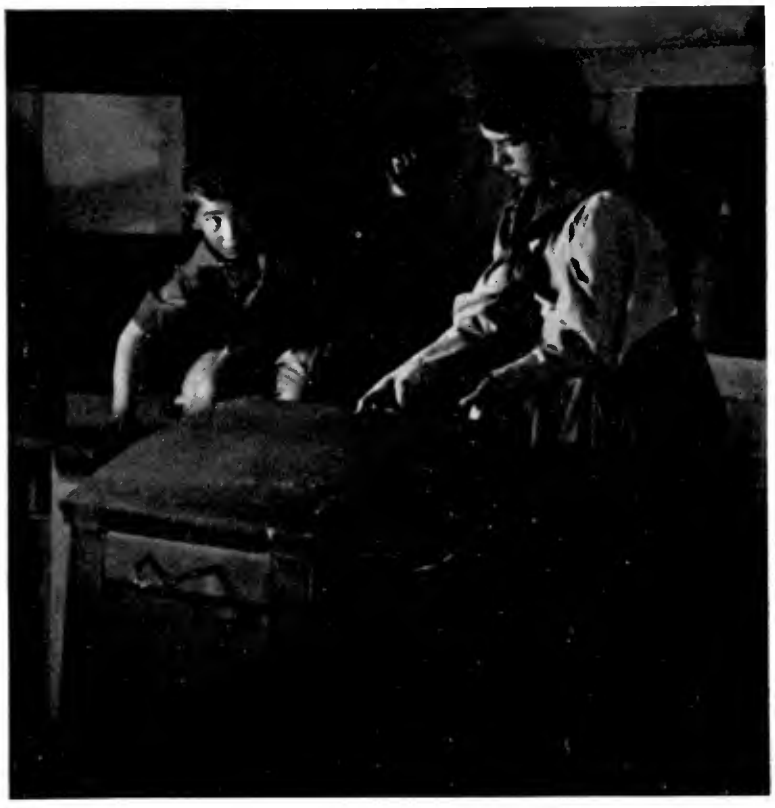
A Theatre Workshop for Children



BECAUSE it is more fun to dance if the dance is part of the action of a story and much more exciting to paint if you are making a piece of scenery that will form a background for your play, the Theatre Workshop for Children was opened in Scarsdale, New York, last winter for the purpose of unifying the creative arts which are second nature to childhood. For six months the children, ranging in ages from five to thirteen, went to the workshop after their regular classes were over for the day and worked on their production. They chose the story "Treasure Island" about which to create their dialogue, dances and songs and on which to base the motifs for their settings and costumes.

On the second of May they presented their play before a delighted audience who didn't mind in the least when Billy Bones calmly got up and walked off after his death scene, since there was no curtain to draw, or when the little actors shifted their scenery before the audience and prepared for the next act, or when the youngest members of the cast looked desperately off-stage for help from the prompter. Such matters were of little importance compared with the sincerity and beauty that went into the production. They provided as many thrilling moments for the true theatre-lover as any finished Broadway-produced drama.

They began last winter with Robert Louis Stevenson's robust tale of what happened to Jim Hawkins after he left the Admiral Benbow Inn and sailed off on the Hispaniola. With this glamorous start, they procured lumber, nails, paints and dyes, pieces of colored gelatines and empty coffee cans and went to work to create the world in which Jim, Long John Silver and Captain Smollett had their being. Original paintings suggested by the action and descriptions in the story were made and from the ideas expressed in these paintings grew the designs for the stage sets, costumes and properties.

The actual stage sets, built from the models selected, were made by the boys and girls, as were the costumes and properties which included guns and cutlasses, carved from wood and painted by the children. In addition to the designing, decorating and painting of fabrics for costumes, the painting of scenery and the composition of ballet routines, the children also wrote five original sea chanties, both words and music. "Turn, Turn the Capstan Bars" and the Parrots' chorus, "Pieces of Eight," were particularly successful. The modern note of simplicity was introduced in all the sets but only enough guidance was given to teach the fundamentals of color and design and to direct the children's ideas and experiments in the proper channels.

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A Hobby Show in Syracuse

By FRANK E. MILLER
Executive Chairman
Syracuse Hobby Show

WHEN THE city of Syracuse, New York, early this year adopted the plan of creating a municipal recreation commission to help solve the problem of the proper use of leisure time, one of the first efforts of this commission was to make a thorough survey of the particular recreation needs of the city and its vicinity. In making this survey the needs of each group were carefully considered and every effort was made to satisfy those demands through proper recreational facilities. For the group which demanded strenuous physical activity baseball, softball, tennis, swimming, and similar sports were organized in the various parks and recreation centers. For the group preferring less strenuous means of recreation archery, horseshoe pitching, handicraft and quiet games were organized.

After both of these groups had been adequately provided for, the commission found that there was still a very large group whose recreational needs were not met by this program. The members of this group were largely persons who, because of temperament or indifference, seldom or never visited the parks and playgrounds to participate in games, either actively or as spectators. It was found that this group, to a large extent, provided for their own recreation at home through the medium of hobbies.

To provide for this large and often unconsidered group, the Municipal Recreation Commission organized and conducted the "Greater Syracuse Hobby Show and Achievement Exhibition," the primary purpose of which was to bring to the attention of the people of Syracuse and vicinity numerous leisure time activities which would not ordinarily be brought to the fore in the regular municipal recreation programs. The exhibition especially stressed the fact that hundreds of activities not regularly scheduled in any program were available for leisure time use, and that these activities cost little and could prove a profitable and enjoyable method of employing leisure time.

For the purposes of the exhibit, the use of the State Armory was secured as an exhibition hall. This building was well known, centrally located, and had adequate floor and wall space for such a project. Various committees

A fascinating part of the puppetry exhibit was seeing how the puppets are manipulated

were then appointed to organize, promote and publicize the "hobby show" as it came to be called. Local civic leaders were approached and their approval and support of the venture gained. Many of these leaders submitted letters of endorsement and approval of the project which they allowed to be used for publicity purposes.

The Publicity Campaign

In order to bring this entirely new venture to the attention of a majority of the citizens, a definite publicity campaign was inaugurated. Each of the three daily and Sunday papers were furnished with feature and regular news stories concerning the hobbies of prominent local citizens or unusual hobbies brought to light in the building up of the hobby show program. These stories were given to the papers and each was illustrated by photographs taken by the departmental photographer. In this manner a fine publicity campaign was built up through the newspapers, all of which gave every cooperation in the work.

In addition to the newspaper publicity, each of the two local radio stations broadcast notices and items concerning the hobby show from time to time throughout each day for two weeks in advance of the actual event. Immediately before the opening day each radio station put on a special fifteen minute program in the interests of the show. On one of these programs a member of the Municipal Recreation Commission and the executive chairman of the hobby show spoke on the value of such a venture from the viewpoint of recreation. On the other program the assistant superintendent of schools spoke on the value of the hobby idea from an educational standpoint. Each of these special broadcasts aroused a great deal of interest and actively promoted the hobby show idea.

"One who has a hobby can never tire of life. He always has something of passionate interest. Sometimes the hobby is within the scope of one's vocation. But for the great mass of men it cannot be. In none of the three fundamental types of hobbies —the acquiring of knowledge, the acquiring of things, the creation of things—do the daily tasks give opportunity of self-development or for contributing to the happiness or welfare of others. Most fortunate are they whose vocations allow them the scope and fervor of an avocation."— *The New York Times.*

Other Preliminaries

Application blanks containing all rules, regulations, and classifications of objects to be exhibited, together with a responsibility release requiring the signature of the person entering anything in the show, were printed free of charge by the vocational classes of the Department of Education. From this same source also came the printing of the claim checks for the return of the articles and the printing of the vari-colored ribbons used as prizes for the various sections of the show.

A week before the opening of the hobby show, the use of department store and other strategically located windows was secured, and in each one of these windows valuable and attractive examples of hobbies were set up together with a large placard directing attention to the show and inviting the public to attend. These placards especially stressed the part of the Municipal Recreation Commission in this activity, and brought a great deal of attention to the project.

For the physical set-up of the show, the Board of Elections furnished tables and chairs. The Department of Parks furnished large band stands, palms and ferns, and did all the necessary trucking. In order to guard the objects exhibited, a special detail of police, ordinarily assigned to duty in the parks, was transferred to the State Armory for the duration of the show.

One whole day from 9:00 A. M. to 10:00 P. M., was allotted for the exhibitors to bring their collections to the State Armory. Arrangements for checking, making out claim checks, and setting up the various exhibits were made so that no exhibitor, except in very special cases, was allowed to be on the floor while the exhibits were being arranged. This avoided any type of congestion or confusion, and the workers on the floor could go about their tasks unhampered.

The Exhibits and Demonstrations

In order to vitalize the exhibits and keep the interest of the spectators in the show, special active demonstrations of recreation work were provided. Among the most successful of these were archery demonstrations and the puppet theatre. In the case of archery, several special demonstrations of plain and fancy shooting with various types of bows and arrows were staged daily. In order to keep the exhibit constantly active, a group of recreation leaders were in constant attendance, explaining the recreational values of archery and

Archery, featured through exhibits and a demonstration of the making of bows and arrows, was most popular and won many converts

illustrating this by pointing out the actual demonstrations of arrow making and bow stringing going on in their section of the show.

One recreation leader was especially assigned to secure the names and addresses of those persons who displayed an active interest in this sport so that these people might later be invited to join the archery groups in the various parks. This method was so successful that at the end of the three day run of the hobby show over 250 additional active participants were secured for the recreational archery groups. All plans and activities for the archery group during the show were left in the hands of the archery director of the Municipal Recreation Commission, thus centering the responsibility for the success of the venture in the hands of one person.

The puppet show theatre also proved to be one of the outstanding features of the hobby show. The performance of this feature was staged in a specially built puppet theatre loaned by one of the local high school groups interested in that art. The puppet activators were secured from an organized amateur group of puppeteers in the city. Due to the difficulties encountered in putting on a performance of "Dr. Faustus" without adequate technical facilities, only one performance could be given; but this drew so much favorable spectator comment and interest that plans are being made to provide puppet shows as a regular feature of the recreational plans of the Municipal Recreation Commission.

Another exhibit, which, although it was not actively demonstrated, drew great spectator interest and comment, was that of handicraft work, such as wood and soap carving and painting exhibited by the handicraft shops under the direction of the commission. Through this medium many persons interested in taking up handicraft work were signed up for future programs.

Other exhibits attracting special attention were those of the collection of ancient and modern musical instruments exhibited by a local enthusiast, the exhibition of ship and airplane models, and the exceptionally fine showing of old theatrical posters. These exhibits might also be classed as having exceptional spectator interest. Among the exhibits which drew their quota of attention were tropical fish, mechanics, metal work, stamps, quilts, micro-photography, camera studies, clay models, crepe-paper posters, and old and rare phonograph records.

A critical analysis of the success of this venture upon the part of the Municipal Recreation Commission of the city of Syracuse shows that such an activity should be definitely scheduled for some winter month since the attendance at the event was considerably cut down by the hot weather. The fact that it was staged after the schools were out of session and many exhibitors away on vacations also cut considerably into the attendance figures. However, the amount of at-

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Developing the Community Center Program

By JACOB W. FELDMAN
Director, Central Avenue Community Center
Newark, New Jersey

IN THE DEMOCRATIC type of community center every one who takes part in any way in the program has a voice in its development—the people of the community, the staff of the center and the staff of the central office. Because of this all feel they have contributed to the program and are vitally interested in its success. This type of center takes into consideration the fact that communities in different sections of the city will differ; that the people of the various districts have their own leaders who understand them a great deal better than any outsider can hope to, and that these leaders know what their people can do and would like to do. They know the financial condition of the people, their racial likes and dislikes and their educational background. A knowledge of these factors is essential for the development of a successful program.

The Community Center Council

In the democratic type of center use is made of the knowledge and ability of community leaders by having them serve on a community center council which is an advisory group to the center's staff. One of the essential functions of this council is to analyze and study every activity proposed to see whether it will serve the needs of the community and gain support from the people of the district. After approving an activity the council members, through their knowledge of the abilities and desires of the people in the district, will sometimes suggest the name of a person living in the neighborhood who is qualified to take leadership for the activity. They will also suggest the names of people who may be interested in taking part in the activity. A program developed by this method has a splendid chance of success because the activities of the program have the full support of the people.

The atmosphere of a center conducted under the democratic form of government is different from that of a center carried on under any other method. The people of the community feel that the center is their club house; that they have a voice in the building of its program and policies. They feel the responsibility of helping to protect the building and of conducting themselves properly. Through the council members, who are their friends and live in the community, they have a direct representative to determine the policies controlling the center. If a special activity is desired, the group wanting it can approach either a staff or a council member and feel that their request will be considered at the next council meeting and fully discussed before it is adopted or rejected. In either case they will know that the decision was made by their friends for the good of the center as a whole. If the activity they desire is adopted, they will work for its success. If it is rejected, they will feel no resentment against the staff or the center, knowing that it was rejected for some good reason. This procedure has a splendid effect on the center members and creates a good attitude toward the center.

The council is the direct link between the staff and the people of the community and functions as an advisory group to the staff. If its personnel is properly selected, representing the different elements in the

Mr. Feldman states there are three general types of community centers — (1) the autocratic type, with a program set up by the central office, in which the people of the community have no voice and no consideration is given to differences in neighborhoods; (2) the combination of the autocratic and the democratic types which operates under a program set up by the central office but permits of variations by the staff to meet community needs, and (3) the democratic type in whose planning and administration the people of a community have a large part. Mr. Feldman's article deals with the third type of center.

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community, it will be of invaluable aid to the staff and to the center.

The council should consist of the leaders of the neighborhood which the center serves. Council members can do much to create good-will toward the center. Since they have a voice in determining policies they can interpret them to the people of their neighborhood with whom they come in daily contact. They can also be of aid to the staff in helping them to have the proper perspective regarding the reaction of the people toward the program. They know, because they are close to the people, whether or not an activity is successful. Since the council members are their friends and neighbors, the people of the community will go to them with their criticisms and suggestions more readily than they would go to staff members.

Adapting Policies to Center Needs

In this type of center the central office sets up the general policies applying to all centers. These policies, worded in general terms, are interpreted individually by the staff to fit the needs of their centers. One of these policies pertains to the hours the centers are to operate. A minimum time is set up and it is optional with the staff of the different centers if more time is added. In this way the program of a center can be expanded to a greater extent than if the time were absolutely fixed.

The central office determines the forms and types of reports to be filled out and sent in at a set time. It also decides the number of people who shall compose the center's staff and the amount of money each center may spend on leadership for special activity groups. The amount of money spent for the different activities is determined by the central office, but the type of activity to be sponsored in each center is left to the discretion of the staff and the council. This plan gives each center an opportunity to develop those activities best suited to its people and from which they will derive the greatest benefit. It also develops the greatest amount of self-expression for all concerned and assures success for the activities that are put on because only those activities are sponsored in which the people of the district have indicated their interest.

Under this plan one center may carry on a splendid program in handcraft, another in music, a third in drama and still another in art, the deciding factor in each case being the desire of the people of the community themselves. There is no question of attempting to compare the work of the various centers because they are not following one set program, each differing as do the people of a district. The staffs of the centers are, as a result, not under the strain and worry of having to fear comparisons in league standings, number of classes, attendance rating and similar details.

The staff of the central office is a supervisory one in the best sense of the word. From their greater experience and knowledge they can save the staffs and councils many missteps. They can guide them along known lines and protect them from the trial and error method of finding out what is best, though in some instances this method is essential in finding out what is best suited for the particular neighborhood. The central office should suggest to the staff and the council different activities which they think suitable for a certain district and nationality group.

The central office arranges for staff meetings for all the centers so that workers may discuss common problems and help to decide upon general policies that will govern all centers. Thus staff members know why certain general policies are set up and are able to interpret them to the people of their centers.

Developing the Program

The community center program should represent a cross section of the desires, needs and abilities of the people of the community served. It must be as broad as human desires; under no condition shall it be narrow, serving only one section of the community. The program must be of such a nature that the people of the neighborhood will be able to take part in it and will derive joy and benefit from this participation. It must of necessity cover many activities.

Most activities under this system begin with a small number of participants, but if a particular activity has the proper appeal the class will increase. Some groups, however, will always be small because of the limited appeal of the activity. Beginning a class with a small interested group will help to insure the success of the activity, especially if the leader has the ability to keep the interest of the group alive through the subject matter presented. With the small group the leader has an opportunity to determine the ability of each member. He can then plan his program to fit the capacity of the individual. Because of this, members of the group will derive much benefit from activity and will urge their friends to join.

The activity, built on a solid foundation of satisfaction, will then create good-will for the center.

With a large number the leader does not have the opportunity to study the people in the group and cannot plan the work to fit the individual. If the interest of the member is not very keen he will soon drop out and others will follow. This has a bad effect on the class as a whole and soon the project is marked as a failure. This is not always true because in some activities a competent leader can handle a large group and keep their interest.

With the small group the leader is able more quickly to impart knowledge to the individuals, and as new members join the class the older members can assist the new members to acquire the first steps in the activity. Again, some projects that are very much worth while will have a limited appeal. If it is the policy of the system to work with small groups the center can sponsor them. These activities help the program and enrich the lives of the people participating in them and through them the life of the community.

In developing a program for the center it is desirable to begin with some activities which have been tried in other centers and found to appeal to different nationality groups. Some centers located in buildings not designed for community centers cannot put all these projects into effect. If old school buildings are used for community center purposes, it will be impossible to put into effect the projects listed in the following pages unless some money is spent on remodeling. The activities discussed here are offered as suggestions; experience has shown that they should be given consideration in the development of a program.

"Nine times out of ten a newcomer's first impression of the social center is received from the doorman. He is the gateway to the center.

"As a doorman you have a dual function—you are a watchman and you are a reception committee of one.

"Guard your post with firm kindness and kind firmness. Put people who seem strange at ease by a personal welcome.

"Remember there is magic in a smile. Radiate cheerfulness."

From Bulletin issued by the Extension Department, Milwaukee Public Schools.

Administration Problems

Welcoming the Newcomer

Since there are always people entering the community center building for the first time, it is important to have some one at the door to welcome newcomers. The first impression the visitor receives of the center is through this individual. It is therefore desirable to have some one with a pleasing personality, who greets every one with a smile and who has the patience of Jove! It is a position that requires a great deal of tact and any one occupying it must know when to be harsh and when to be lenient; when to be firm and when to be easy. He must be able to adjust himself quickly to different conditions, to make people of all ages feel at home, and be able to go from a child's problem one moment to that of an adult at the next.

Facilities

If possible, arrange to have a check room close to the entrance of the center. This helps in several ways to create the club atmosphere desired. If an individual checks his coat and hat, he will usually stay longer and will take part in a greater number of activities. Moreover, there is the practical consideration that if an individual has broken any of the rules of the center, it is easier to find him if it is necessary for him to go to a check room for his belongings. The checking of clothes also adds a great deal to the appearance of the rooms in which the different groups meet. If clothes are scattered about, it detracts from the atmosphere of the club rooms.

Open Activities

Each center should have some type of open activities available to all without formality. This type of activity has a special appeal for the stranger on his first visit to the center and for members of various groups and clubs not in session. It gives the newcomer an opportunity to see some of the activities and to become acquainted. It affords the leader in the open activities room an opportunity to study the individual and to find out what he or she is interested in and then to direct him to that special group. The open activity has the advantage of giving members of the center who belong to a special group the opportunity to participate in some activity at the center when their groups are not meeting. The open activities room is especially helpful to the person who does not wish to join any club which necessitates his coming at a special time and paying dues.

There are several kinds of open activities rooms such as the library, quiet game room, active game room, and the billiard room. Each of these rooms

will attract a different type of person, some going to two or three of them during the evening.

In the quiet game room there are a number of table games in which one to four or more people may play. The leader in this room must be an exceptional person, able to keep people of different tastes interested in the various games and successful in winning their confidence. He must be able to arrange for tournaments in various games, seeing to it that no one monopolizes any popular game. If the right type of leader is in charge he can develop the quiet game room into one of the most popular rooms in the center and can make it a starting point from which people will become interested in the other activities of the center. The atmosphere of the game room should be one of welcome to all with no restrictions of any kind except that no one may disturb his neighbor.

The stranger at the center should be warmly welcomed and made to feel at home in the game room. As there are many games that one person may play alone, there is no necessity for his coming in contact with any one until he gets his bearings, and it should be possible for him to look on until he feels himself on familiar ground. In this room a stranger will readily absorb some of the atmosphere of the center and will soon desire to participate in other activities.

The library is another open activities room that a center should have. In many cities the public library will establish a branch library at the center, furnishing the books and the librarian. This is a very happy and desirable arrangement. Many people are interested in reading and enjoy spending an hour or so at the library. If there is a branch library within walking distance of their homes, they will take advantage of it. A branch library in the center can be of great assistance in developing programs for the clubs. This assistance is especially valuable for dramatic groups, debating clubs and groups studying special projects. It also helps to create the proper atmosphere at the center.

The active game or rough house room is exactly what its name implies. It is a place where the participants can indulge in very active games that require a great deal of physical effort. The room should have bare walls, and electric light fixtures should be screened. There should not be any juts from the wall into the room; all walls should be straight. This room will appeal to boys and young men who want to take part in games of a very informal nature that require great physical exercise. Low organized games are popular in this room. The active game room is beneficial in that it helps young men to get rid of their excess energy. It will satisfy the needs of certain individuals in the community who may be the cause of a great deal of worry on the part of the staff if such a room is not provided.

The billiard room should have a friendly atmosphere and should be removed as far as possible from the atmosphere of the commercial billiard room. Children ought not be allowed in this room and an age limit of at least seventeen should be enforced. Billiards is a game of skill, and if properly supervised should not be objectionable in any center.

Every center should have, if possible, a recreation or club room fitted out as a real club room with as good a quality of furniture as it is possible to buy with the money available. It is de-

Quiet game rooms are among the essential features of today's community centers

Courtesy Reading, Pa., Department of Public Recreation

sirable that the room be furnished by the different groups of the center and that as much of the decoration of the room as possible should be done by the members. This is important for several reasons. The members will take greater pride in the room and will feel that it really belongs to them if they have had a part in the planning and making of the furnishings. Moreover, it is a constant source of pride to the members to be able to point out to their friends what they have done. Each club should have a pennant or emblem or token of some kind which will represent them in the club room. It develops pride in the members of the club to have such recognition and makes them strive to do something outstanding for the recreation room.

The recreation room provides an excellent place to display the handcraft work of the different groups. This is one way of showing what the activities groups are doing, is a means of getting others interested, and a way of giving public recognition to the members in the activities group. A recreation room can be made to give a friendly atmosphere to the center. It should be a club room open to all, a place to meet one's friends and to sit and chat.

In the open activities rooms a member of the center is not required to join anything of a specific nature or to obligate himself to do any particular thing. He may attend any of the open activities at any time and as often as he wishes. Attendance does not require payment on his part. After he has attended these open activities it is natural to suppose he may become interested in some of the activities which may be called "closed" ones. If the program has been properly developed, there must be some type of activity in which he will wish to take part.

Closed Activities

A program of closed activities should be made as broad as it is possible with the facilities and money available. With a little ingenuity and with the cooperation from outside individuals and agencies, a broad program can be developed with little money and with limited facilities.

Handcraft. There are some activities that all seem to enjoy. Of course, these will differ in form with each racial group, and the plane on which the groups carry on a particular activity will be different because of the education and ability of each group; nevertheless, all will enjoy the activity. Such an activity is handcraft. Every one seems to like to do something with his hands. The type of handcraft will differ with the various nationalities and with the amount of previous training the group has had. Handcraft projects can be carried on at every center, some with very little expense, while others require a considerable outlay of money. The material used in some projects may be obtained for nothing. A project of this type is linoleum block printing. Linoleum can be secured from any shop which lays floors. In this process there are always some pieces left which, though varying in size, will be suitable for linoleum block printing. The tools needed are very simple and inexpensive, and any one can learn in a short time to make artistic block prints. This is a good project for holiday cards as individual designs can be made. Block printing can also be effectively used in printing cloth.

Soap carving is another inexpensive type of handcraft which gives an opportunity for the participant to develop his artistic ability. Making water colors is another interesting activity, and it is amazing to see what people can do with water colors or charcoal. Beautiful things can be made at little expense with crayonex used on muslin.

If a manual training shop is available and material can be purchased, the possibilities of handcraft at a center immediately widen. A great variety of things can be made in a manual training shop, the only limitation being the skill of the workers and the amount of money that can be spent for material. Attractive articles that are very inexpensive have, however, been made in center shops.

An art metal craft shop is also desirable if equipment and instruction are available. So many articles can be made in this type of activity which are of real value in the home that a great number of people will want to take advantage of this opportunity.

Sewing is always popular at the centers. Members of the class may remodel old clothes and make new clothes for their children and themselves. A sewing class will supply a need in any district. If a center is located in a district where embroidery is possible, it should sponsor such a class.

Music. Music is another activity with universal appeal. In developing a music program the staff and council of the center can usually secure some outside assistance. In most cities there are musical organizations or individuals who will

Handcraft projects can be carried on in all community centers by all nationality groups

be glad to help in planning a program. This aid may come in the form of money, of supplying leaders or lending music for the various groups to use. The essential for the success of the music program is that right leadership be secured. After a center has taken the first step, the program will naturally grow, one activity leading to another. In initiating the music program it may be necessary to start at a lower level than the director desires. But from that beginning standards can gradually be raised until a better appreciation is developed.

There are many forms of music activities possible in a center. In some instances the participants may furnish their own instruments, leader and music. In others, it will be necessary for the center to supply the music and leader, though occasionally the group itself will provide a leader.

The racial background of the groups that come to the center will to a great degree determine what can best be attempted in first developing a program. If the center has no money and is lacking in leadership, it can begin by sponsoring a music festival among organized groups of its immediate district. This event should be a festival and not a contest. No judging should be permitted and no awards offered. The groups should be made to feel that they are taking part in the festival for the joy of it, and to hear and see what others are doing. They should be made to understand that they will not be required to sing a set piece but may sing the music they know best; that the smaller group not having financial resources will have the same opportunity as those having greater resources.

A festival of this type has been conducted for four years by a community center located in a district with a large colored population. The council and the staff decided to sponsor a song festival by colored church choirs. Each colored choir in the city was invited to attend; ten accepted the invitation. Each choir was asked to sing two numbers, one a Negro spiritual. Some of the larger choirs did not enter, but the smaller choirs were glad to take part and make a public appearance perhaps for the first time. A festive spirit pervaded the scene that evening, and joyous laughter rang throughout the building.

In this type of festival the leader must be careful to avoid showing partiality to any group. In this particular festival choruses were arranged in the program alphabetically. When the choirs began to sing there was no restraint; they all sang for the joy of singing and to show their friends what they could do. The audience showed its appreciation by applauding the choirs most generously. Every one seemed to be impressed with the beautiful singing and friendly spirit that prevailed. The success of the festival was assured, and it became an annual event.

After four years it is possible to judge what this festival has done for choir singing among the colored churches of the city. The standard of music has been raised. So eager are the choirs to participate in the festival that nothing is permitted to interfere with their taking part. While it is true that no formal judging is done, people in the audience and the members of the other choirs serve as informal judges. All the choirs are aware

of this and try hard to improve the quality of their music. The festival has been the means of building up some of the smaller choirs. It is also a medium for honoring the members of the community center council. At every festival all the members of the council appear on the stage so that the audience may see who has sponsored the festival. The council members consider this a great honor.

In every community there are people who have had some instruction in music either in high school, college, or with a private teacher, and who would enjoy playing semi-classical and classical selections. Some players of jazz bands would also enjoy an evening of ensemble playing of this type. Unfortunately very few cities have orchestras open to the general public that play the better type of music, though their number is increasing. The success of such orchestras will depend entirely upon the conductor whose responsibility it is to take players of varying abilities and mold them into a finished ensemble. During this process the conductor must make the players enjoy their rehearsals. He must be a finished musician with a tremendous amount of patience. The right type of man can develop an outstanding orchestra. Such an orchestra will supply the needs of certain people in the community as nothing else can.

Dramatics. Dramatics should be developed in every community center. The plane upon which dramatics is presented at the beginning will set the standard for the center. One of the best clubs should be urged to give the first play—one that has been selected with the greatest of care; one that is fine and still not over the heads of the audience and not above the ability of the group presenting the play.

After the play has been selected, the next step is the building of scenery. A set of scenery will do more to encourage dramatics in a community center than any one thing. There is something about acting before a set of scenery that helps create a different atmosphere at rehearsals. The building of a set is not a difficult matter. Directions on construction can be obtained from any good book on scenery building. The set should be as substantial as possible because it can be used many times. In one center a set was constructed by a group who combined with the project a good time. They worked for three Sundays. Different people brought lunch each time, and every one had a share in preparing and serving it. The group worked on the set from 9:00 to 12:00 o'clock, then took a recess for lunch and enjoyed singing and a social period until 2:00 o'clock, when they resumed work continuing until 5:00.

One of the most popular forms of dramatics is a minstrel show. The best material available should be used, and as much local talent as possible should be cast even if it is not as good as outside talent. When members of the center take part, their relatives and friends will come to the performance and the center's staff will have an opportunity to make new contacts.

If the proper ground work has been laid it should not be difficult to interest groups in producing one-act plays. If a club has given a successful play, other groups will be glad to follow its example.

In sponsoring dramatics the center not only gives the people who participate an opportunity to express themselves, but offers an opportunity to the people in the community to see a play. Great numbers of people have never seen plays presented by people on a stage; in many instances the movies are the only form of drama that they know. An important part of the drama program, therefore, is the education of the audience, many of whom are unaccustomed to the spoken drama.

Social Dancing. Social dancing occupies a prominent part in the social life of certain groups. If a young man or woman does not know how to dance his or her social life is handicapped. For that reason the center should conduct a dancing class for beginners and engage a competent teacher. More progress will be made by the students if the class is limited strictly to beginners. Some community centers will find it advisable to conduct a social dance for its entire membership once a month. The charge for admission should be nominal so that all the members wishing to attend may come. A high standard of behavior should be required of every one attending, and if this standard is set and enforced at the first dance, there is little danger of trouble in the future. It is advisable to have the community center council take charge of the dance. They in turn appoint a committee to be responsible for all arrangements for the dance, selling the tickets, arranging for the orchestra and seeing that the members are conducting themselves properly. They must be made to realize that it is their dance, and they are responsible for its success or failure.

The Gymnasium and Its Program. The gymnasium plays a part in the life of the community center. It can dominate the program or it can take its proper place in it. It is easy for the gymnasium to assume an importance which it should not have. A schedule of the available times should be arranged so that the clubs wishing to use the gymnasium may have the opportunity. One way of overemphasizing the importance of the gymnasium is by organizing leagues, having spectators at games, and devoting a great deal of time of the staff to the supervision of gymnastic activities. If athletics are treated sensibly the gymnasium does not become the most important feature of the center's program. Organized leagues should be conducted in an athletic center. The community center gymnasium should be used only by the groups attending the center.

Athletic clubs coming to the center should be required to hold meetings according to parliamentary law. From the standpoint of education the meeting is the essential thing for the members of the group, and every effort should be made to see that nothing interferes with it. It is in their business meetings that the members learn parliamentary procedure, self-control, compliance with the will of the majority and other worth while lessons. Officials in all games played at the center's gymnasium should be members of the center and not of the staff. All teams must show a high standard of sportmanship and conduct. If they do not live up to this standard they should be deprived of the privileges of the gymnasium. The activities of the gymnasium give the staff an opportunity to help clubs develop self-control, learn self-government and how to abide by the ruling of the officials. They also provide an opportunity to bring home to the members of the center the fact that while the gymnasium is important for physical development, it is not the most essential activity of the center.

Gardening. It is desirable to make the surroundings of the community as attractive as possible. If the center has no vacant land that can be converted into a flower garden, every effort should be made to achieve this. The garden will add a charm to the surroundings of the building that nothing else can. If the center is located in a district of homes that have gardens, the garden will keep it in harmony with its surroundings. If, however, the center is located in a poor district, a garden at the center will immediately become the beauty spot of the neighborhood. As the community center garden grows and it becomes necessary to thin out flowers, they can go to the people of the district who want to have a garden but cannot afford to buy plants. Thus the center's garden may become the means of developing gardens throughout the community.

A garden is one way of increasing the members' pride in the center and developing their loyalty to it. As many people as possible

Mask making—one of the activities of a drama club in a Milwaukee social center

should be asked to help in the actual laying out of the garden and the planting of flowers. It is surprising how much personal feeling they have for a garden if they do a little work in it. Gardening can be carried on with very little actual expense to the center. In a great majority of communities there is an organized garden club that will be only too glad to assist in the planning and laying out of the garden and in securing plants from its members for the community center garden. The only expense to the center need be the cost of a few simple tools. Sometimes these can be obtained from a seed man or hardware store.

A garden is a project that has a wide appeal, and help is available for every phase of the project. The garden at the center will bring returns of joy and pleasure to its members, to every one who passes by and to every one helping in its development.

The Health Program. The center should sponsor some form of a health program. A broader and more intensive program can be carried on in some districts than in others. There are many agencies in every city that will be glad to help in the health program of the center. The state and city health departments usually have lectures and movies that are available; medical associations in the city will be glad to arrange to have a competent person speak on some specific phase of the health program that the center is stressing. It may be possible to arrange a series of lectures on home nursing.

The Center Magazine. The center should have some means of publicity whereby its members can find out what is being done of general interest, what others are doing in the center, and can obtain ideas that they may use in their own club work. Some form of magazine or newspaper seems to be the best type of publication to meet this need and to let the outside world know what the center is doing. Such a publication can be either a weekly, monthly or quarterly periodical, depending on how much time can be devoted to it and how much material and money are available. If it is possible to publish only one issue, that issue should be printed. The entire issue, however, can be mimeographed, a member of the center cutting stencils on the typewriter. The publication staff will collect all materials, run the mimeograph machine, collate and bind the issue. The design for the cover can be made an incentive to the members of the center to do some outstanding artistic work. In each community there is some one capable of making a cover design for the first issue that will be above the average and will set a high standard for future issues.

Great interest is shown in the center's publication by the members. It is one of the best means of showing what is being done and is a great aid in interesting any one in the center's activities. It helps in securing assistance for the different activities and gives the staff valuable training in publishing a magazine.

The magazine is also a means of getting the different center groups to work on projects of general interest; it helps develop a spirit of cooperation among the clubs of the center and can be made a medium of developing loyalty. Publishing the magazine gives an opportunity to the non-athletic individual to do something at which he can win the esteem of his friends. Editing, publishing and selling the magazine are a valuable training for a good many members of the center.

Cooperation Essential

The center should cooperate with all existing agencies that work in the community. A number of these agencies have their own facilities and equipment, some of them different from the center's. If possible arrangements should be made whereby these facilities will be available to center groups. If a private agency has a swimming pool, every effort should be made to secure its use for the center's members. Other agencies, such as the Boy and Girl Scouts, Girl Reserves and similar organizations, are in need of club rooms where they can carry on their programs. There should be a close tie-up between the community center and civic agencies in order that the center may help meet the recreational needs of those cared for by private agencies.

Much more should be done than is being done in most cities to secure the cooperation of civic clubs, such as the Rotary, Kiwanis, Lions, etc. The members of these organizations can be of real service to the community of which they are a part. It should be possible to show them how they can help by sponsoring boys' clubs and similar activities. It is not desirable for sponsoring agencies to offer material rewards.

The suggestions offered here by no means cover the entire community center field. They merely record one worker's experiences and the policies he has found in his particular situation to be most helpful.

Municipal Tennis in Oakland

By ROD OVERTON
Supervisor of Recreation Information

"EVERYBODY PLAY TENNIS," is the slogan of the Recreation Department of the City of Oakland in California, and nowhere is there a more fertile field for the development of the game, for the city has a highly organized system of public recreation centered around its sixty-six parks and playgrounds.

In September 1933, R. W. Robertson, Superintendent of Recreation, found the Department faced with the problem of providing tennis activity for an ever increasing number of tennis players. Enthusiasm for tennis has been steadily increasing. The demand for tennis courts and a tennis program outnumbered everything the department had to offer. As the result of this demand a comprehensive scheme was inaugurated to organize clubs and tennis players into an association which would provide a working basis for planning programs. Various persons who were known to be familiar with the tennis situation were called in for a conference. Presidents of local tennis clubs, a few of the top notch players, representatives of private clubs and merchants who dealt in tennis goods were included in this group.

Out of this conference an organization was established which was later to be known as the Oakland Tennis Association. The objects, as set up by this group, were:

1. To promote inter-club play.

2. To bring together tennis clubs and individuals competing in public court play.

3. To further the social activities of its members, membership to be open to any tennis club within the boundaries of Greater Oakland.

This organization is governed by a general committee consisting of two representatives from each member club and one representative from the Oakland Recreation Department. The group is divided into committees as follows: Tournament Committee, Referees Committee, Social Committee, and Ranking Committee, etc. The appointments are made by the president and approved by the Executive Committee which consists of the officers of the association.

There are no dues paid into the association with the exception of one dollar a month in payment of thirty copies of Tennis Brevities, a four page paper published once a month by the association. Funds are raised by conducting tournaments and social affairs.

One of the finest activities carried on by the association is the round of tournaments which are

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Swimming Pool Design and Construction

Courtesy Los Angeles Playground and Recreation Department

By W. A. KEARNS
Superintendent of Recreation

ONE OF THE most important technical problems in the construction of facilities for recreation and physical education is, without doubt, the design and construction of a modern swimming pool.

Factors in Construction

The type of use to be made of a facility is the one factor which should determine and guide its planning and construction. Important factors for consideration in swimming pool construction for city use are:

1. The location
2. Indoor or outdoor pool
3. Use to be made of the pool
4. Space available for parking
5. Proximity to street car and bus service
6. Type and age of people to be served
7. Relation to other types of recreation equipment in same area
8. Amount of money available
9. Safety
10. Sanitation
11. Utility of plan

The two most important of these items are safety and sanitation. The record for swimming accidents, fatal and otherwise, is the highest of all activities with the exception of the automobile. The construction of a pool free from projecting corners, side rails and hazards caused by slippery curbs and decks, is essential. The eight inch curbing and sanitary gutter provide an easy hand hold for the tired swimmers and assist them in climbing out of the pool. A wide deck sloping away from the pool, with a curb, permits of easy flushing and greater cleanliness. Formerly all decks sloped toward drains at the edge of the pool. This was one of the most glaring mistakes made in such architecture.

The proper location of toilets, showers and foot pools at entrances is essential to sanitation and cleanliness. The white tile construction is much preferred. Even in murky water a swimmer can be seen over tile much more readily than over any other type of material, even a painted surface.

Another safety aid, as well as an addition to beauty, is under water lighting, preferably located in the walls three or four feet below the surface of the water. Clear water, white tile and lights make an attractive and efficient combination, and much might be said about their contribution to the safety of the swimmer and non-swimmer.

There is considerable difference of opinion on the part of authorities regarding the 8″ by 8″ curbing which I have mentioned as desirable. I personally prefer the curb because it provides a good hand hold, keeps deck splashings from entering the pool, makes a comfortable seat for tired swimmers, is useful to beginners in learning to dive, serves as anchorage for rope and float divisions across the pool, and discourages sliding from the deck into the pool.

The depth of the pool, as well as its size and shape, should be given careful consideration. The magnificent Olympic Pool in Los Angeles is the

ultimate in size and depth for competition. Few such pools will be constructed. The metric measurement is practical, however, for any pool. Twenty by forty meters constitute a large practical type pool. A slope of 10 feet at the deep end, 3 feet at the shallow with a gradual slope for 25 meters before the sharp dip to the deep end, makes a satisfactory arrangement. This gives a large shallow area for beginners and provides for the water play which constitutes three-fourths of the use of a city pool. If a smaller pool is necessary, 75′ by 35′ is a logical measurement. The location of a 10 foot spring-board should be at the center of the deep end, at a safe distance from intervening low boards.

In planning dressing rooms and a central counter, certain fundamental facts should be kept in mind. The towel and suit counter and office should be located directly in front of the main entrance with sufficient space in the lobby to accommodate at least forty people. The rear of the office should open out on to the deck of the pool to give, if possible, an unobstructed view of the center of the pool from the counter. This enables the counter attendant to assist at least in safety precautions, especially at times when the number of life guards is reduced and few people are swimming. Separate entrances to locker and dressing rooms for men and women are obviously essential. Windows should open from the central office into the end of each side dressing room. This aids in supervision and service, on occasion, directly to the dressing room. Whether the pool is an indoor or outdoor pool it should be possible to lock securely all possible entrances. The most dangerous pool is, perhaps, the empty swimming pool. There are a number of instances where poorly locked pools were left empty, and children and even adults have gained admission and have dived into the empty or partially filled pool. Empty pools should be left lighted as well as locked.

One of the most glaring mistakes usually made in swimming pools is not only the inadequate space left on the decks immediately surrounding the pool, but the failure to provide bleacher space for spectators. Spectators are of two kinds—the casual group, parents and others, who desire to see people in ordinary swimming, and the spectators at times of competition exhibitions. Balcony space should be provided with a free view of all pool area for indoor pools. Bleachers, preferably at the sides of outdoor pools, should be permanently constructed or space left for them. In both instances spectators should be absolutely fenced or partitioned and in every way prevented from walking through or standing on the pool decks.

Necessary Facilities

The filtration plant, showers and miscellaneous facilities, such as hair driers and vending machines, have a very important part. The most important of them, of course, is the filtration system. The modern pool must have a good filtration plant which will handle the volume of water in a maximum of twelve hours. This includes the heating and chlorination equipment and insures a sanitary, safe pool.

After using various kinds of locker systems, dressing rooms, devices for caring for valuables and what not, I strongly endorse the individual bag system which is used by the Recreation Department of Los Angeles. It saves space, is sufficient and is convenient for most patrons, and, most important of all, makes possible the handling of a large number of people without tying up valuable dressing rooms and lockers, as did the old plan.

Hair drying facilities are necessary. A laundry should be included, and towels furnished on a basis that will discourage or absolutely prevent the bringing of their own towels by patrons.

A first aid room with running water, heat and cabinets for supplies, is one of the fundamental necessities. Ample storage space for supplies and suitable closets for cleaning equipment and tools should not be overlooked. Inasmuch as there is considerable revenue possible from a concession stand, this should be located prefereably in the lobby. It is often combined logically with the service counter. A good plan in a large lobby would be the U shaped concession counter extending toward the entrance which more or less divides the lobby, being flanked by the women's counter and the men's counter.

The general architectural design — and this would follow the trends of architecture in the community— would be, of course, much more complicated in a closed swimming pool than the open type. On the Pacific Coast the mission type is the most attractive.

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Mr. Kearns is Superintendent of Recreation and Director of Physical Education in the city schools of San Diego, California. The paper presented here was given at the district conference held in Santa Barbara last April.

Crippled Children at Play

Courtesy Association for Aid of Crippled Children

By ELEANOR BOYKIN
New York City

WHEN WE THINK of childhood, we think of boys romping pell-mell over one another in vacant lots, of girls tirelessly skipping rope, of Christopher Robins going with Puppy "in the hills to roll and play." Yet there are in the United States, by the conservative estimate of the last White House Conference on the Child, no less than 300,000 children who, because of shrunken or missing limbs, crooked backs or unsound bones, do not fit into these pictures of ordinary youth. For them to have the play experiences vital to a balanced, normal childhood, without danger to weak muscles or spines, their recreation must be carefully planned and supervised.

Crippled children, however, do not want to play emasculated games which emphasize their difference from their brothers and sisters. And those engaged in work for the maimed encourage this attitude, having found that the more nearly normal the play activities of the physically handicapped are, the easier it is for them to avoid development of psychological handicaps. The recreational problem of organizations serving crippled children is not to find new and different games for them but to provide trained supervisors to lead them in their play and adapt ordinary games to their limited abilities.

Information recently assembled by the Committee on Cripples of the Welfare Council of New York City reveals that baseball is the leading recreational activity in institutions for the crippled in the metropolitan district. With few exceptions, the country homes and camps for crippled children around New York feature baseball, and at the Crippled Children's Free School in the midst of New York's East Side an indoor version of the game is played on the school roof, with those who cannot participate taking turns as umpires.

In playing the game, the young victims of infantile paralysis, spinal curvatures, and bone tuberculosis make no concessions to crutches and braces. The strictest sand-lot rules are followed, except that a boy or girl with good legs may run for a batter who has only good arms.

It is not unusual for the baseball enthusiasts in an institution to challenge the village boys' team to a game or a series. At the New York Rotary Club's Camp Cheerful on Fire Island, where competitive baseball is played throughout the summer, the handicapped youngsters have never lost a game to the normal boys.

Football, minus tackling, is another popular sport at this camp, and volley ball, bat hand ball, boxing, and racing are all included in the athletic contests. The opponents in wrestling matches tussle sitting down, but they follow the intercollegiate rules, nevertheless! Those responsible for the camp's activities see a relationship between its comprehensive, body- and character-building recreational program and the fact that no boys

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who have had an outing at Camp Cheerful in the five years of its existence have been brought before the juvenile courts on any charge.

Croquet and tennis are favorite games of the cripples at the Lulu Thorley Lyons summer home conducted at Claverack, New York, by the Walter Scott Free Industrial School, the tempo of the play being adjusted to the agility of the players. At St. Agnes' Hospital for Crippled Children at White Plains, an institution of the Catholic Charities of New York City, roller skating on a cement rink is one of the principal outdoor amusements.

In connection with its vocational training classes, the Institute for the Crippled and Disabled carries on a year-round recreational program. A playroom fitted out with gymnastic equipment and game tables is open every afternoon from four-thirty to six with a supervisor in charge. During the summer, picnics are arranged when the physically handicapped young people contest in one-legged and two-legged races, tug-of-war, and other active games besides baseball which is always the principal event of the day. Dances are given throughout the winter, and to these normal boys and girls are invited. The lame and the straight dance together, paying no attention to breaks in rhythm, and the non-participating visitor soon ceases to be conscious of the difference from ordinary dances.

The class in tap dancing at the Crippled Children's East Side Free School is always filled. Many boys and girls with braced legs or misshapen backs have, in learning to jig, lost their fear of physical handicaps. Drop in at this school any afternoon, and you will find the large roof playground thronged with boys and girls playing various games under the guidance of a social worker. One afternoon it will be the boys' turn to have the floor, and among the ball or bean bag throwers you will see every type of cripple — one with congenitally malformed hands and feet, one with Potts' disease, one with marks of infantile paralysis — each competing in the play without the slightest consciousness of his handicap. The girls meanwhile play at the tables which line the wall the seated games — parchesi, jackstraws, puzzles, dominoes and cards. The floor space will be theirs for active games the next day. The normality of the play and the joyousness of the players makes pity for the abnormal bodies seem out of place.

In all institutions for the crippled, dramatics are one of the most popular and helpful forms of recreation. Spectators do not think it strange if a pirate swaggers on the stage supported by crutches, or if a princess is wheeled into the courtroom. And many young cripples, finding they can interpret a stage character, lose their feeling of inferiority. Period plays are usual because costumes can often hide every evidence of affliction. Even ballets are given by crippled children's groups, when there is some one to plan them, each child taking such part as his or her range of movement makes possible.

The "Mikado" was given last summer by the children in the Spring Valley summer home of the New York Philanthropic League, rehearsals in the evenings alternating with campfire games. At Wavecrest Home on Long Island, an institution of the Brooklyn Children's Aid Society, the dramatic event of the spring was a performance of "The King's Henchman," given with portions of the music on the phonograph. In addition to a greater appreciation of musical and dramatic art, one outgrowth of the production was an increase in courtesy among the children, resulting from the social training of deferential speeches addressed to "My Lord" or "My Lady."

Because of its socializing influence, music has a leading part in recreational programs for children set apart from others by affliction. Group singing is a feature in all institutions for the crippled, and many have bands with one-armed bass drummers and one-legged trumpeters as well. The band of St. Giles, a home for crippled children maintained by Long Island Diocese of the Protestant Episcopal Church, took second prize last summer at the county fair in competition with school bands. A crippled boys' band, which furnishes music for dramatic entertainments, is one of the recreational activities of the Convalescent Home for Hebrew Children at Rockaway Park, Long Island. Very small children fettered by braces and sup-

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"It is unfortunate that limited funds have caused many homes for disabled children to dispense with a director of leisure time activities and consequently to curtail active play opportunities. In some instances, volunteers have offered help in the emergency, but they cannot supply the full need. For an agency ministering to crippled children to have the right sort of recreational program, provision for equipment and a play supervisor must be made in the budget." — *Grace Reeder.*

MacMurray College Library

A Toy Shop For Children of Dayton

By DOROTHY J. MACLEAN
Secretary for Younger Girls
Young Women's Christian Association
Dayton, Ohio.

Miss MacLean writes that after seeing the article in the November issue of RECREATION telling about the New York Toyery, she decided to work out a similar plan as a year-round service project in connection with the program for younger girls.

AS THE first step in the development of our toy shop project, we held a toy shower which was handled by the Committee on Work with Younger Girls. In securing the toys donations were requested in four of the schools of Dayton, in two of which the association had clubs and in the other two previous contacts with the principals. The newspapers were used rather extensively for publicity.

The shop was opened on January 12th with a total of eighteen children registering. Interest has grown until we now have 73 borrowers, 36 boys and 37 girls. The shop is open on Friday afternoon of each week from 3:30 to 5:00 o'clock. It is under the supervision of a member of the Younger Girls' Committee, assisted by another volunteer and a committee of seven girls.

The Procedure

A white card is made out for each toy and the corresponding number is attached to the toy with adhesive tape. The information asked for on the card is as follows:

TOY LENDING SHOP
DAYTON, OHIO
Y. W. C. A.

KIND OF TOY.....

NUMBER.....

Age Group	*Name of Child*	*Address*	*Date Borrowed*	*Date Returned*	*Condition**

* CONDITION—D. Damaged; E. Excellent; F. Fair; G. Good.

When the child comes to the shop, he takes his chosen toy to the desk and the worker on duty takes his name, address and age and the toy number on a mimeographed pink sheet which reads as follows:

TOY LENDING SHOP
DAYTON, OHIO
Y. W. C. A.

Name .....

Address .....

Age..... Toy No. .....

The information on this slip is then transferred to the white card which is filed. When the child takes out a toy, the card in the master file is marked with a green signal; when the toy is returned this signal is removed. If the toy is not returned at the end of a week a red signal is added to the green one, and a notice is sent the child. If the toy is not brought back the following week it is sent for.

Dolls are loaned out on a rather different basis from the other toys which the children take out for a week and then return. We put the dolls on the shelves without clothes, but provide a box of cloth and materials from which the child may choose material to make a dress for her doll. She is required to bring the doll back each week for six weeks so that we may check on the progress made in the dressmaking. At the end of six weeks the doll is hers if she has given it proper care.

We find that the larger toys are the best liked, and we have a long reserve list for some of them.

(Continued on page 358)

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How to Succeed at Parties

THE GENERALITY of men, which is another and rather more stylish way of saying "most people," go to parties either (*a*) anxious to avoid making fools of themselves, or (*b*) determined to be the life and soul of the thing from the moment they arrive (wearing a false nose and tripping humorously over the mat) on the doorstep. I shall deal with Class (*b*) first, partly because I can no langer contain my indignation against the revolting attitude of mind that membership of this class implies.

If common sense instead of convention dictated the preliminary negotiations for (at least) the more informal type of evening function, every invitation in which I had a say would be accompanied by a questionnaire including among many others the following questions:

"Do you know, and have you at any time performed any tricks with matches?"

"Would you be prepared on the slightest provocation to organize the cleanly and enjoyable game of bobbing for apples; and, if so, have you any particularly ingenious and mirth-provoking forfeits to suggest for the benefit of the worst performer, whose name I need not specify?"

"Do you sing comic songs?"

"Is it in your opinion essential to the proper enjoyment of the evening that I should have to bend right over backwards in the presence of a large audience and try to pick pins out of the carpet with my teeth, while that horrible Blowson woman makes remarks about the lining of my waistcoat?"

"Would you be so kind as to hold forth at great length and halfway through the game about the other (and more correct) way of playing rummy that you learned on board ship?"

"Was it you who suggested, at that intolerable affair at the Pattersons last Christmas, that we should all go out in our paper-hats and sing carols outside the police station?"

"Have you ever owned or wished to own any kind of imitation inkstain, synthetic rubber beetle, mechanised mouse or Harmless and Original Joke of any variety whatsoever?"

"And finally, will you promise to lead us all off into the dining room for a game of blow-football just when we are all wondering whether we still have strength enough left to get to bed?"

Any person answering "Yes" to all—or indeed any—of these questions would of course be rigorously refused admission "on the night." But this, after all, is no more than a cherished dream, and those who wish to bully their way to success by the hideous methods I have indicated will, I suppose, continue to be allowed to do so. You will not expect me surely to help them on their joyless course by discribing Fifty First-Class Match-Tricks or The Great Bamboozle of 1933 —Try it on Uncle!

"None the less," you will say, "much as we detest the kind of man who *voluntarily* gets up and makes a buffoon of himself before the company, there are times when we ourselves are forced through the pressure of public opinion to follow suit, and what are we to do then? Here, if anywhere, is a point on which your assistance and advice would be gratefully received."

I know exactly what you mean. During a lull in the guessing-games that crass idiot Percival (who has probably learned a new card-trick and wants to show it off) says why shouldn't we have an entertainment and everyone contribute an item? The suggestion is greeted with an enthusiasm which shows that a single dissentient voice would gain not a semblance of a hearing. The Merrick family would love to do a charade; old Robinson will oblige with a song; Miss Curtis has already dashed upstairs to prepare for her well-know impersonation of Mrs. Pankhurst; and so the dismal orgy begins. Percival does his trick (at the third attempt), Robinson is in excellent voice, Miss Curtis surpasses herself, and even that objectionable little man, Richards, brings the house down with his Impression of an Engine-

(Continued on page 358)

Though we run the risk of incurring the charge of heresy, and the no less serious one of frivolity, as well, we are nevertheless venturing to publish this delightful bit of satire, which is reprinted by permission of the Proprietors of *Punch*, London.

Tennis Technique

By H. D. EDGREN, Ph.B., M.P.E.

IN 1905 there were only thirty tennis courts in Chicago; today there are seven hundred fifty, and these are not sufficient to meet the demand for play on the part of old and young of both sexes. A similar statement might be made concerning many other cities in the United States. Not only are outdoor courts on the increase but many cities are developing indoor courts as well.

What are some of the reasons for the popularity of this game?

1. It is a game that one can continue to play throughout life.
2. One can usually choose opponents of his own ability.
3. Both sexes can play together.
4. It gives a maximum amount of physical activity in a short period.
5. Unlike most team games, it requires only two individuals for competition.
6. It is not an expensive type of recreation.
7. In addition to giving opportunity for physical activity, it also promotes social intercourse.
8. Perfection of technique continues to challenge even the better tennis players.

What can a physical director or recreational director do to contribute to the development of this game in his community? We may not have courts adjoining our building or in the immediate neighborhood, but I believe there are boys and men in our membership and groups of young men and women in churches and clubs who would appreciate some help from the local physical director. No one likes to be a "dub" or to remain at the same level of ability for a long period, and so we will find ready listeners if we are willing to contribute our knowledge and ability in the furtherance of this sport. Dr. Jacks, in *Education Through Recreation,* says: "Satisfaction in any activity is directly in proportion to the amount of skill in that activity." If this be true, then we should be willing to aid individuals for the sake of allowing them to get greater satisfaction from this outdoor sportsman's game.

1. The physical director can urge old and young of both sexes to learn to play this wholesome summer game.
2. He can lend his support and help in the development of tennis clubs within the Association.
3. He can teach methods and drills for indoor practice.
4. He can demonstrate good technique in the various fundamentals of the game.
5. He can advise on the selection of tennis equipment for beginners.
6. He can develop courses of instruction and practice for beginners and advanced pupils.

In the author's experience, tennis players in every community fall into three categories, namely, beginners, average players, and players of superior ability.

I will attempt to point out some weaknesses and difficulties encountered by players in each of these groups and to offer some suggestions to counteract these difficulties.

Suggestions to Beginners

1. Choose the best racquet you can afford; be sure it is light enough that you can swing it and move it from forehand to backhand without any difficulty. Keep racquet in press when not in use, and keep it away from any moisture.
2. The court is a definite size; the net is a definite height; so keep your eyes on the moving object—the ball.
3. Grasp the handle of the racquet so that the heel of the hand presses against the leather at the end of the racquet. There are two general grips:

   Eastern grip: Stand the racquet on its side, with the face of the racquet at right angles to the ground; shake hands with it and you have the forehand grip. In backhand of this grip one hits the ball from the opposite side of the racquet, with a slight turning of the handle clockwise (most of the better players use this grip, notably Tilden and Vines).

   Western grip: Lay the racquet flat on the ground and pick it up. You now have the forehand grip. The backhand is hit from the same side of the racquet by turning the forearm slightly counterclockwise.
4. There is a tendency for beginners to hit all balls while facing the net. Await all returns facing the net, so as to be ready to shift to forehand or backhand, but when hitting the ball stand at right angles or sideways to the way you are going to hit the ball. This allows a full swing and enables one to shift the weight from the back to the front foot for the follow through. It also adds the weight of the body to the stroke.
5. Where should the ball be hit?

   In the forehand stroke hit the ball just opposite your body, between your two legs, with a push stroke. In the backhand stroke the ball is hit about opposite the front or right foot, with a pull stroke.

It is not customary for RECREATION to carry such technical material as this article discusses, but there is so much interest in tennis at public recreation centers that we believe many of our readers will welcome the exceedingly practical suggestions offered. Mr. Edgren is Assistant Professor of Physical Education at the George Williams College, Chicago.

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There are many reasons for the popularity of tennis with both city and rural people.

6. Hitting the ball.
   Secure a firm grip of the racquet at the time of impact with the ball and hold the racquet parallel to the net and at right angles to the direction in which you are trying to place the ball.
7. The first stroke to practice is the simple ground stroke where you hit the ball on the first bound, for in actual play you hit more of this kind than any other. Remember the tendency is to attempt to play all balls too fast. Take time to allow the ball to bounce and to come part way down before meeting your racquet.
8. Accuracy and good placement should be the goal of every beginner; speed should come later.

Drill Stunts for Beginners (Practice Suggestions)

1. With left side toward the net and proper grip on the racquet, swing at an imaginary ball, stressing the shift of weight from the back to the front foot.

2. Repeat above in the backhand position.

3. Now drop a ball in front of you but swing just over the ball (backhand and forehand positions).

4. Stand facing the net and then pivot on back (right) foot before making the ground stroke. Repeat for backhand, pivoting on left foot.

5. Next, drop a ball in front of you and far enough out to allow a full swing. Then hit the ball *easy* against a wall or in the general direction of a partner about twenty feet away.

6. Repeat No. 5, using backhand stroke. If this is not done continuously you will become a forehand player only.

7. You can then make it more difficult by drawing a target on the wall above the height of the net. If a wall is not used, have your partner take different positions and attempt to hit the ball to him.

8. Have your partner toss a ball to your right; then move to position and get set only after the ball has hit the ground. Repeat this by receiving the thrown ball on the left to practice the backhand stroke as well.

9. Have your partner mix the balls he throws by having some go left or right, short or long, forcing you to be ready for every ball.

10. In order to give some practice in meeting a ball properly and holding the racquet firm against a fast ball, use the following drill: Place partners about twenty feet apart and have them hit easy ground strokes to one another.

11. The difficulty of this may be increased by hitting the ball directly to one another and volleying. Interest in this drill may be increased by seeing how many strokes can be made without a miss.

(I am purposely omitting a discussion of the techniques of the various strokes for want of sufficient space to deal adequately with it.)

Suggestions to the Average Player

This hypothetical player uses all the known strokes, covers the court fairly well, and wins 50 per cent of his games. However, here are some of his tendencies:

1. On the service he tosses the ball no higher than his head, and he tries to kill the first ball.
2. He is most often between the back line and the service line.
3. On all strokes he waits to see if his ball went in the court.
4. He often goes to the net position immediately after his service, regardless of the position of his opponent.
5. He plays two-thirds of his strokes with his forehand.
6. He has a tendency to play in extremes; he is overcautious or reckless.
7. He does not watch to see what kind of stroke his opponent places on the ball.
8. He volleys many balls that could be better played as a ground stroke.

If the above tendencies are found, the following suggestions may help to correct them:

1. Play the ball as high as you can reach and thereby increase the size of the serving area in your opponent's court. Stress accuracy in your service, and increase speed only after accuracy is developed.

2. Back court position is behind the baseline, and net position is between service line and net. Be in one place or the other.

3. After every stroke, maneuver to cover your court. Be in a position in line with your opponent's position, for a straight line ball is harder to cover than a cross court shot.

4. Go to the net position only when you have a right to assume the offense as a result of your stroke or the position of your opponent.

5. If you desire to become proficient in tennis, master the backhand stroke. Mastery comes only by continued practice. If the ball is returned to your left, use your backhand always.

6. Under-play and pressing are two difficulties which must be overcome by the average player. Remember you are going contrary to your built-up habits of play when you try to be too careful and under-play your strokes. Pressing is sacrificing accuracy for added speed, which so often is unnecessary.

7. What happens to the ball when it hits the ground on your side of the court is determined by the kind of stroke made by your opponent. It is, therefore, necessary to watch your opponent's stroke if you are to be ready to return the ball properly.

8. In general, all volleying should be done between the service line and the net. If the ball is too high for one to reach when standing on the service line, it will probably go out of bounds, and if not, you have time to go back and play a ground stroke.

Suggestions to the Superior Player

There are usually types within this group of players on the upper level. They are called—defensive players; aggressive offense players; and, those who have a happy combination of both offense and defense tactics.

The following suggestions should only be given to players who have mastered the general technique of strokes, court position, and play strategy.

1. The greater the spin the less speed on the ball, and vice versa. For a speed stroke, put only enough spin on the ball to bring the ball into opponent's court.

2. The higher the ball is played above the net, the less spin is required on the ball. If a player is constantly driving the ball behind baseline, have him add spin. If his drives are hitting the net, have him put less spin on the ball.

3. Use offense strokes such as top-spin drive and smash only when you are in good position. Use defense strokes such as volley and lob to gain control and recover your position.

4. A top-spin on the ball tends to make it drop, while a cut or a slice tends to make it rise.

5. The law of physics, "The angle of incidence is equal to the angle of reflection," must be considered and counteracted against by the angle of the face of the racquet. Keep in mind that the face of your racquet should always be at right angles to the intended path of the ball.

6. It is more difficult to chop a stroke than it is to chop a top-spin stroke. In the former, one must put an opposite spin on the ball, while in the latter the same spin is added to the ball.

7. Assume a net position about half-way between the service line and the net only when you have gained the right by your stroke or by the poor position of your opponent.

8. In the doubles game, play alongside of your partner, both up or both back, and keep your court equally divided between the two players.

Corrections and criticism of players can be more readily made if facts regarding their play are actually obtained and recorded after observation. The following blank may be used to record the play of a man in competition.

Name..... Opponent..... .....
Score..... Date.....

SERVICE:

ACE	GOOD	INTO NET	BEHIND LINE

1—for first ball. 2—for second ball.

VOLLEY:

PT.	GOOD	INTO NET	BEHIND LINE

1—for each stroke

GROUND STROKE:

PT.	GOOD	INTO NET	BEHIND LINE

1—for each stroke

The objective testing of individuals in any activity is a means of ascertaining their present ability and can be used to measure their progress over a given period.

The following tests will enable a director to test the ability and progress of any tennis player. (These tests are developed for indoors.)

Test No. 1 — Accuracy Serving Test. Player serves 5 balls at a chart 39 feet away. The chart is three feet from the floor, and is two feet high, and ten feet wide, and divided into five equal parts, with three different scores in the sections.

Grade by recording the total score made on 5 attempts.

Test No. 2—Speed. The player stands 15 feet away from a wall which is free from any projections. Bounce the ball and hit it against the wall, and record the number of times the ball is returned during a 15-second period. Use ground stroke or volley.

Test No. 3—Ground Stroke Accuracy forehand stroke). A chart 9 x 27 is made across the net, with the baseline of the court being the far side of the rectangle. It is divided into three equal parts, each being 9 feet wide and 9 feet long. Center square scores 5 points, and each side

(Continued on page 359)

Unwelcome Leisure Put to Welcome Use

By HELEN CENTER

Courtesy San Francisco Recreation Commission

WHAT CAN be done with one or two "peek-a-boo" socks, a few old store boxes, or some odds and ends of last year's clothing? We all wondered. But the ash-can man has slim pickings these days, down around the Seventh and Bryant Streets neighborhood of San Francisco. The men and women of the neighborhood are seeing to that!

We happened to be wandering by, in our carefree way, and noticing and hearing the buzz and hum, stopped in to see what it was all about. We found ourselves just in time for an exhibition of arts and crafts, given by the classes in furniture making, rug weaving, basketry, metal work, needlecraft and just plain old-fashioned dressmaking. The store boxes had become beds, chairs, bureaus, stands, chests, tables, hobby-horses—well, everything but store boxes! The "peek-a-boo" stockings were skillfully intertwined with the odds and ends of clothing and, lo and behold, they had become gaily patterned rugs! Tables were covered with beautiful samples of basket weaving and hammered brass work. Festooning the walls were new trim tailored suits for children and grown-ups, once old suits and overcoats. And

Courtesy San Francisco Recreation Commission

(Continued on page 359)

WORLD AT PLAY

Allentown's New Amphitheater

ONE of the most interesting developments in Allentown, Pennsylvania, is the amphitheater constructed out of a side of a hill and a swamp. The terraces of the bowl will seat 5,000 people and the flat land in front of the stage 2,000. The stage is 110′ long and 62′ wide. In the front it is supported by a beautiful dry masonry wall which contains small recesses here and there to be planted with rock plants. The wings on either side will be enclosed with high plants, and the stage itself can be changed in size by movable screens of shrubbery which are being planted in huge boxes on low, flat wheels.

Drama Activities In California

ACCORDING to the *Little Theater Magazine* of June, 1934, issued by the Los Angeles County Drama Association, 150 actors, actresses and theater technicians have been employed under the State Relief Administration drama project. The units were composed of a male chorus, a women's chorus, a Negro chorus, three one-act play producing groups, a major production unit which will present full length drama, a vaudeville producing unit, and an avocational unit offering professional leadership of groups open free of charge to the public for activities in the various fields of dramatic arts. Many of these entertainment units are available for appearances before public meetings where no admission charge is made.

Utica's Memorial Wading Pool

IN June, Utica, New York, dedicated its newest and largest wading pool constructed partly as a gift from the Utica Playground Association and partly from city funds. The pool has been named in honor of Miss Ida J. Butcher, one of the first to work for playgrounds in Utica. On the curbing of the pool is a small bronze tablet bearing the inscription: "A tribute to Ida J. Butcher, pioneer in playground work." At the dedication of the pool there were present a number of city officials and officers of the Playground Association, founded in 1899 and still active in promoting the city's recreation work conducted by the Department of Recreation. The pool, oval in shape and about 150′ by 50′ in size, is located at the Harry V. Quinn Playground, named after one of the city's World War soldiers.

Their Own Club

THERE is a little one room club house —in reality a voting booth—on the edge of the Monroe Playground in Niles, Ohio, which is occupied by the Monroe Progress Club, an organization limited to youths in that particular section of the city. The members of this club have made it their objective to improve the playground. They have planted trees around the playground and they have cleared from the grounds all the rubbish, glass and stones that once disfigured it. They have dug pits for horseshoe courts and aided the recreation director in laying out two baseball diamonds on the grounds, and they are taking an active interest in civic affairs, attending council meetings and reporting to their councilmen the needs of their particular street or district.

A Gathering of Craftsmen

FROM July 30th to August 4th the League of Arts and Crafts of New Hampshire held at the Crawford Notch House a craftsmen's fair. A large barn on the property provided space for groups of craftsmen at work, while the stalls housed exhibits of their products. A small blacksmith shop was the scene of a forge in action with an artist in wrought iron showing his skill. Throughout the week visitors saw a potter at his wheel, a

FUN FOR HALLOWE'EN

● Ghosts, witches, and fortune tellers all make their appearance at this merry party prepared by Drama Service of the National Recreation Association. There are stunts as well, a playlet for men and another for girls. All you need for an evening of fun on Hallowe'en will be found in this bulletin.

Price 25 cents

HALLOWE'EN GAMBOLS

● A delightful revel by Marion Holbrook. Mephistopheles, as host, attended by the imps, Scrunch and Munch, entertain ghosts, goblins, witches, Jack-o'-lanterns and other Hallowe'en folk. At the end of the revel come the mortals who dance and make merry.

Price 10 cents

National Recreation Association
315 Fourth Avenue New York City

weaver at her loom, a needleworker, a basket maker, a wood carver and other artists, each in a section devoted to that craft. An especially interesting feature was a demonstration of vegetable dyeing with the old vegetable dyes which were in use a century or two ago. Other features at the fair included country dances, a chorus singing old favorites, and small pageants or tableaux illustrating the different crafts.

Milton's Park—Milton, Massachusetts, is to be congratulated on the possession of Cunningham Park, the gift of Mrs. Mary Abbot Forbes Cunningham. The park was established in October, 1904, five months after the death of Mrs. Cunningham. The park is administered by a board of trustees, and the citizens of Milton have without charge the use of a swimming pool, a spacious gymnasium, tennis courts, two basketball fields and the football gridiron, bowling alleys and a bowling green. In the winter there is a skating pond of a dozen or so acres, a hockey rink, toboggan slides and special areas for sledding.

A Festival in Westchester County—Last summer the Westchester Workshop of the Westchester County Recreation Commission sponsored a pageant commemorating the 650th anniversary of the Pied Piper of Hamlin. The pageant was held in the little theater of the County Center in White Plains under the direction of Edna May Rigdon, director of the Westchester Children's Theater Guild of Bronxville. Children from summer playgrounds all over the county took part in the pageant, making their own scenery and costumes. The old scene made famous by Robert Browning's poem was dramatized by Miss Rigdon.

Salem's Pageant Series — Each Saturday throughout the summer Salem, Massachusetts, presented a series of pageants depicting the life of the pioneers who settled Salem three hundred years ago. All the scenes took place in the pioneers' village, erected in 1930, which served as a background for a pageant of Governor Winthrop's arrival with the Massachusetts charter. The program was sponsored by the Park Department assisted by such organizations as the Kiwanis Club, the Rotary Club, Chamber of Commerce, Women's Clubs, the American Legion, the local D.A.R. Chapter, the Salem Garden Club and the Privateers' Dramatic Club.

Activities in Birmingham—The Park and Recreation Board of Birmingham, Alabama, operated fourteen playgrounds for white residents from 2:00 P. M. until dark with a weekly attendance of 10,000 people. Four centers were open six nights each week with an attendance of 3,000. Keen interest has been taken in beautifying and furnishing these community centers. At one of the centers a room has been entirely refurnished by neighbors. At another a stage has been built the material and labor for which were donated.

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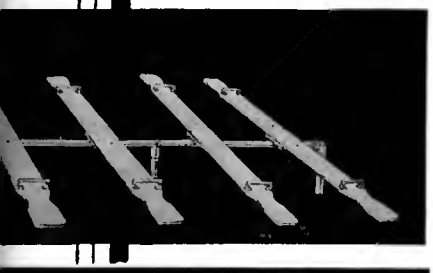

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In Spite of a Fire

IN THE MIDDLE of one of its busiest seasons the American Playground Device Company of Anderson, Indiana, suffered a fire which destroyed a portion of its extensive plant. The fire, which started early in the morning, had gained considerable headway before it was checked. The company, however, is living up to its long established reputation for prompt shipments, and even in the face of the fire is making immediate shipments on the complete line of swimming pool and playground equipment. J. E. Wilkins, General Manager of the firm, has stated: "We are making our usual prompt and complete shipments on all orders and are actively engaged in plans for new construction." He has further announced that this has been one of the best years the American Playground Device Company has ever enjoyed. Mr. Wilkins feels that this increase in business is a reflection of a better business trend throughout the country.

The American Playground Device Company manufactures a complete array of devices which are safe and practical for swimming pools and playgrounds. The firm has a country-wide reputation for strong, durable and safe equipment.

Among Our Folks

RAYMOND E. HOYT, formerly Assistant Superintendent of Recreation, Playground and Recreation Department, Los Angeles, California, has resigned from the Department to become State Director of Transient Training and Recreation under the California State Emergency Relief Administration. Mr. Hoyt's responsibility will be to provide an interesting and constructive program of education and recreation for the many transient camps and shelters which dot the state.

Miss Viola P. Armstrong, who for many years was associated with the Detroit, Michigan, Department of Recreation, in charge of social recreation, last spring resigned to become social recreation organizer with the Gleaner Life Insurance Company whose headquarters are in Detroit. Miss Armstrong's work will take her to all sections of Michigan, as well as to a number of other states, where she will assist the local arbors or lodges.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Journal of Adult Education, June 1934
Mind Your Own Leisure, by Frederick Paul Keppel

Parks and Recreation, July 1934
Rugged Individualism and Community Beautification, by R. C. Morrison
Can Recreation Areas Be Made Beautiful As Well As Useful? by Ernest K. Thomas

Parks and Recreation, August 1934
Concessions in City Parks, by Robert Moses
The Design and Construction of Golf Courses, by Robert J. Ross

The American City, August 1934
Standards for Bacterial Quality of Water at Natural Bathing Places, by G. C. Houser
A New Safety Seat for Swings

The American City, September 1934
There Is Hope Even for the County, by Henry S. Curtis

Scholastic Coach, September 1934
A New American Dance Center, by Martha Hill

Playthings, September 1934
Adult Games Among One of Seven Hundred Ways to Pass Time

The Parents' Magazine, July 1934
A Planned Vacation, by Margaret M. Miner

The Sportswoman, June 1934
Ride a Good Hobby, Out of the Rut, by Barbara Ellen Joy and Virginia Anderton Lee

Public Health Nursing, July 1934
Playtime, by Ethel Bowers

Leisure, July 1934
The Fine Art of Loafing, by Robert Carrick
Plays and Pageants, by Hannibal Towle

Parks and Recreation, June 1934
What Shall We Do with This New Leisure? by V. K. Brown
State Planning, by James M. Langley

PAMPHLETS

Eighth Annual Report of the Director of Recreation of the Village of Wilmette, Illinois, 1933-1934

Annual Report 1933-34 — The National Playing Fields Association of England

The Rural P.T.A.—Suggestions for Organizing and Conducting a Parent-Teacher Association
National Congress of Parents and Teachers, Washington, D. C., 1934. $.05.

Annual Report of the Alhambra, California, Playground and Recreation Commission—1933-1934

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A Recreational Planning Committee—Santa Barbara, California, has a Recreational Planning Committee, composed of fifteen representatives of Santa Barbara's citizens, whose responsibility it is to coordinate the work of all agencies interested in recreation and to expand the program to meet the needs of all groups.

A Notice to Subscribers

A number of copies of the August issue of RECREATION were sent from the bindery improperly bound. If you received one of these imperfect copies, will you not notify us so that we may send you a perfect copy?

Play Together and Stay Together in Your Own Backyard

(Continued from page 317)

each other's company. Sand boxes, basketball equipment, ten pins, seesaws and other game equipment help to "keep the family together out in the air, and also to distract from worries occasioned by present-day economic stress," in the words of Mr. and Mrs. Morton.

A great deal of thoughtful planning and manual skill is exhibited in the backyard playground of the Streeper family, winner in the class of competition limited to an expenditure of $5.00. Using mostly odds and ends, and buying very little material, the Streepers have built a children's playhouse, a wading pool, swing and turning bar, sand box, and an outdoor fireplace which provides a center for picnics in the yard.

The Heacox family, who won in the contest division limited to expenditures of $15.00, have developed a recreation center which is contributing greatly to the upbuilding of their eleven year old lad, and also tying the family closely together in recreational companionship. By using accumulated and discarded materials with the addition of a few purchases, this home playground, built within the limit set, contains an astonishing number and variety of interesting play facilities. There is a trapeze bar, a pond for sailing small boats, and a barbecue pit, while the lawn has been adapted for croquet and many other games and sports.

The backyard of the Lotts family, although winning in the unlimited expenditure class, was really not very costly to its owners, with econo-

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Weighs 5¾ pounds (light for the rugged requirements of its service): SAFETY! Priced within reach of every buyer who values SAFETY on the playground ($4.50 each, net, f. o. b. Springfield, Ohio, U. S. A. Price subject to change without notice): ECONOMY!

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mies effected by using salvaged and donated materials as well as purchased equipment. A miniature swimming pool is the feature of this yard, which also boasts a playhouse, swings, flying rings, a slide, a sand box, and other facilities which are constantly in use by the Lotts children and their playmates. The opportunity of having their children play at home where they may be watched and encouraged and brought into a closer understanding with their parents is amply repaying Mr. and Mrs. Lotts for the time, effort, and money they have spent in developing their home recreation center.

The city-wide backyard playground contest served to stimulate a large number of Los Angeles families to start the development of their yards as home play centers, and is to be a yearly spring event from now on, according to P.T.A. and recreation department officials.

Judges in charge of selecting the winning yards in the contest were Mrs. C. E. Donivan, recreation chairman of the Tenth District P. T. A., Glen O. Grant and Louis A. Orsatti of the Los Angeles municipal recreation department, and C. L. Glenn and Loren Mitchell of the physical education division of the city schools.

Citizens on Trial!

(Continued from page 318)

vision are a direct result of this hearing; assurances of more tennis courts have been forthcoming, and vacant lots are being cleared in many parts of the city as neighborhood play spots for soft ball, croquet and horseshoe pitching. Best of all, there is a more intelligent and widespread interest in the need of recreation facilities and leadership than ever before, with an assurance of decided development in the community center neighborhood program for next winter.

Why Not Give the Girl a Chance?

(Continued from page 326)

Of course the boys will demand the facilities they have been trained to use. For the past fifty years clubs for little boys have prospered. The movement boasted in 1932 about one hundred club houses valued at $25,000 or over, 224 gymnasiums, 61 swimming pools, and 117 summer camps and an enrollment of 232,000 members. Yet you can count on the fingers of one hand the club houses in the country devoted as exclusively to the needs of little girls. Te be sure the interest in Girl Scouts and Camp Fire movements has been growing, but they cannot meet the need of the great mass of underprivileged children of our cities. The success of the boys club movement among the underprivileged boys was demonstrateu in a recent survey* in New York City which showed an appreciable decrease in boy delinquency over the past twenty years in spite of the alarming tide of crime which is flooding over the country. A very significant fact about this survey is that it shows a decided increase in girl delinquency over the same period.

As the interest grows in the splendid program of home building for the small wage earner to replace the slum spots in our cities with the material make up of fine American homes, isn't it time to consider the need of training in the art of living the potential mothers who will make or break those homes? Success in producing the kind of citizens America wants will come when the fathers and mothers of those future citizens have had an equal opportunity to taste the better things of life.

Why not give the girls a chance?

* Survey by J. B. Maller. Journal of Juvenile Research.

A Theatre Workshop for Children

(Continued from page 327)

One of the happiest features of the production was that the star system so often imitated in children's drama was completely absent. In so far as possible each child had a chance to play each part and many of the important roles were interchangeable. One could play Jim Hawkins one day and step with equal ease into Squire Trelawney's books the next. When the children were not working as actors, they became stage managers, property men, scene shifters and electricians manipulating the lights which they had made from coffee cans. The small white-washed basement that housed the production contained all the elements of beauty in dramatic presentation, while the little players worked along the lines which marked the highest development in the modern theatre. It made no difference that upturned laundry tubs were pressed into service to accommodate the crowded audience.

Mrs. Ethel Hopkins and Don Oscar Becque conducted the theatre. Mrs. Hopkins is an artist of note, a pupil of William E. Schuracher. Mr. Becque's work in the dance and theatre is well known not only in this country but in Paris and London.

A Hobby Show in Syracuse

(Continued from page 330)

tention and favorable comment attained by the hobby show in spite of these various circumstances has determined the commission to organize another exhibit during the coming winter months.

It was also discovered that demonstrations drew the greatest crowds and evoked the most comment, and in the next show arranged by the Municipal Recreation Commission a very definite effort will be made to have a large number of this active type of exhibit.

Municipal Tennis in Oakland

(Continued from page 340)

conducted by the tournament committee. The first tournament of the year was a night doubles tournament played on lighted courts with an entry fee of 35¢, which included the cost of balls and lighting of the courts. Some 300 men and 200 women competed in doubles play over a period of a week with the finals of both men's and women's matches being played on a beautiful summer evening on the courts of the Bella Vista Playground which is situated in a natural bowl. Over a thousand people witnessed these matches which were tinged with thrills from start to finish.

Other tournaments conducted by the association included the class tournaments. All members of tennis clubs and those who were not members but who wished to submit their names for classification were classified into four groups according to ability. The fourth class tournament drew 200 contestants who battled it out for the various cups and prizes. Next came the third class with a hundred and fifty and the second class with one hundred and twenty players.

This type of tournament has proven very popular as players are given a chance to compete against players of their own ability. Plans are also made to hold similar tournaments for women. Other activities have included dances, and a tennis rally with moving pictures of the 1933 National Tennis Championships.

The association has one thousand active members and there are at the present time fourteen tennis clubs which are taking an active part in cooperating with the Oakland Recreation Department in keeping the organization functioning smoothly.

As a result of this organization and of this siege of tennis enthusiasm eleven new tennis courts have been built in Oakland with an additional nine in the Eastbay.

Swimming Pool Design and Construction

(Continued from page 342)

The proper placing and the substantial appearance of public buildings are necessities in swimming pool construction as in any other. A good quality of non-slip cement tile or mosaic is best for locker, shower and dressing rooms. The main lobby should have tiled floors.

In the southern section of the Pacific Coast I would recommend the open or roofless dressing rooms, mainly for the advantage of having more sunlight and ventilation. There is objection to this on the part of many, but with shelter edges for the women's dressing booths and one sheltered area for men, there are many things in favor of the open construction. Of course this cannot be done in colder climates and in the areas where there is considerable rain.

Crippled Children at Play

(Continued from page 344)

ports find their most pleasurable play activity in the use of swings, seesaws, toboggan slides and similar playground equipment. But the little folk at St. Charles Hospital, the Long Island home for cripples of the Brooklyn Home for Blind, Crippled, and Defective Children, got their greatest fun during the heavy snows of last winter in coasting on sleds suited to their size.

Crippled children have less leisure time than others because of the daily therapeutic treatments given after school hours. If, during such play periods as they have, they are left to their own devices, they are likely, one director says, to continue the emphasis put upon their physical condition by playing doctor and nurse, pretending to take one another's temperature and prescribe remedies. This is just what their protectors want to lead them away from.

Another reason why it is important to have a recreational director to supervise play in institutions for the crippled, according to Miss Grace Reeder, Secretary of the Committee on Cripples of the Welfare Council of New York, is that the crippled child especially needs the social discipline and adjustment which come from team play. Because of his handicap, he is, in most circumstances, treated as an individual rather than the member of a group.

"It is unfortunate," Miss Reeder says, "that limited funds have caused many homes for disabled children to dispense with a director of leisure-time activities and consequently to curtail active play opportunities. In some instances, volunteers have offered help in the emergency, but they cannot supply the full need. For an agency ministering to crippled children to have the right sort of recreational program, provision for equipment and a play supervisor must be made in the budget."

A Toy Shop for Children of Dayton

(Continued from page 345)

We also find that they are not broken as readily and are much easier to disinfect. Our disinfecting has been done with the help of the City Health Department which furnishes the necessary chemicals and directions.

Rules

In a letter to parents explaining the project, the rules enforced are set forth. The letter is as follows:

The Y. W. C. A. is making possible for an indefinite period a Toy Lending Shop which will loan to the children who live in the immediate neighborhood of the central Y. W. C. A. and who are between the ages of three and eight years toys suitable for their ages.

Inasmuch as there will be numerous children borrowing these toys there are a few rules necessary:

1. The Toy Shop will be open on Friday afternoons from 3:00 until 5:00 P. M.
2. Children may make their own selection of toys but must be accompanied by a parent or older brother or sister if possible.
3. All toys may be kept for one week and then must be returned to the Toy Shop where a new toy may be taken for the same length of time.
4. The parents are asked to see that the children give the toys a reasonable amount of care. We realize that accidents will happen. In case of breakage, please return *all parts* so that if possible the toy can be repaired.
5. In case of too frequent breakage the privilege of borrowing from the shop will be withdrawn.
6. In case of frequent loss or of keeping the toy over a week the privilege of borrowing will be refused.

The Y. W. C. A. in the letter states that it will not be responsible for any injuries or damages incurred to or by the child while using the toys.

Results Secured

We are very much pleased with the response and feel that we have been fortunate in the fact that very few toys have been broken. There has been no loss whatever. Parents report that the children have little desire to keep the toys over the stated period of a week as they are too anxious to come back for something else which has caught their attention the week before.

We have evidence in a recent happening that the project is not failing to reach its goal from a service angle, even with the smaller children. A grubby little boy of about five a few days ago returned his toy. With him he brought a much battered small truck which he wanted to loan to "some other little boy"!

How to Succeed at Parties

(Continued from page 346)

Driver Drinking his own Bathwater. And all the time your turn—or, worse still, mine—is rapidly approaching. What on earth are we going to do? True, nobody has as yet given a recitation, and the possibilities of drawing room acrobatics have still to be exploited; but then I cannot recite, and to stand on my head I am ashamed. Nor is it possible, even if one could remember the code, to attempt the thought-reading act with which one has scored in the past (though I say it myself) so many outstanding successes. Where, among this party of witless wights, could one hope to find a trustworthy confederate?

Such, I take it, is the problem to which you would have me provide a solution; and I say quite frankly that I have no really satisfactory one ready. All I can do is to suggest two alternative lines of procedure which you may, if only as a last resource, be glad to adopt. Suppose, then, that at the party which has brought you into a position of such dire peril there are two young people whose persistent proximity and extreme rudeness one to the other has led you to believe that they either are or ought to be on the verge of entering into a contract of marriage. What more simple than to declare that your turn demands the temporary absence of two people from the room, send them both out and rely on their having sufficient gumption not to reappear until the carriages are announced? Meanwhile it is ridiculous of course for any one to expect you to go on with your performance. Failing the presence of such obvious, if unconscious, allies, it is always possible to go out yourself and leave your audience to make themselves sick with excitement wondering what you are going to do when you come back. How should they guess that you are already half way home wondering what you are going to say when you meet any of them again?

I am well aware that neither of these expedients is free from serious drawbacks. In the first case your diagnosis may be incorrect and you run the risk of having the young people come back again, slightly flushed, in less than a couple of minutes; in the second you may find it impossible to devise an adequate excuse to explain your abrupt departure. The situation in either event is rather delicate: *graviora quoedam sunt remedia periculis,* if you can put up with that kind of hypocritical pedantry.

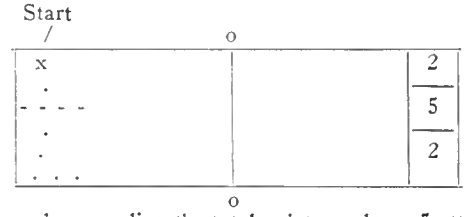
Perhaps on the whole the best plan is to find out in advance that Percival is going to be there and stay at home. Or why not come around and see me instead? I know a little puzzle with matches which really is rather neat.

—H. F. E.

Tennis Technique

(Continued from page 349)

square scores 2 points. The player stands on his own baseline and on the left side of the court. He tosses a ball over a line 12 feet to his right, and parallel with his own baseline. He must then hurry to play this ball on the first bounce and hit it over the net into the rectangle on the other court.



Score by recording the total points made on 5 attempts.

Test No. 4—Body Position and Ground Stroke Accuracy (backhand stroke). Repeat Test No. 3, but start at right side of the court and use backhand stroke.

Test No. 5—Volley. Start player 15 feet away from a wall. Test his ability to continue hitting the ball to the wall on a volley over an 8-foot high line. Record the number of successful returns in a 15-second period. If player misses before period is up, record the last successful return.

The final score would be the total points made in all five tests.

Unwelcome Leisure Put to Welcome Use

(Continued from page 350)

along with them were hung beautiful soft warm blankets and quilts, each made from a thousand bright samples beautifully stitched together. All these attractive and useful things made from discards!

We learned that this exhibition terminated a ten-week course of instruction in applied skills and that other courses were starting immediately. We also learned that Southside Center is furnished with a warm reading room, well supplied with current magazines; that there are health classes and Americanization classes, and that a group of sixty-five boys and girls between the ages of sixteen and twenty-four have a self-supporting, self-governing club, which meets between seven-thirty and ten on Tuesday and Friday nights. They give a dance each month with orchestra accompaniment, and as many as one hundred and fifty often attend.

All these things we found to be without cost to the men and women, and the boys and girls of the neighborhood. And all things made belong to the maker, and are taken home for further joy in using.

New Books in the Leisure Time Field

Boy and Girl Tramps of America

By Thomas Minehan. Farrar and Rinehart, Inc., New York. $2.50.

THOMAS MINEHAN, who has spent his vacations and week-ends traveling and living with America's boy and girl tramps, gives us from the five hundred life histories he has gathered an amazing and appalling picture of what is happening to the wandering army of young people. He suggests as a temporary solution of the problem a national plan of youth camps not unlike the youth camps in Europe. But these camps, he points out, are merely expedients. "They will save today's youth from vagabondage; they will create public works of use and value; they will give us a pause during which we can prepare a better program. . . . But for tomorrow we must have other and more comprehensive programs. . . . To reclaim the youth which we are losing will not be easy. . . . It will require a redirection of national aims and ideals into a future in which youth will have a definite part."

Bulletin of Information for Emergency Nursery Schools

The National Advisory Committee on Emergency Nursery Schools. In cooperation with the United States Office of Education, Washington, D. C. $.10.

THIS, THE SECOND BULLETIN to be issued by the National Advisory Committee on Emergency Nursery Schools, is concerned with housing and equipment. It contains much practical information on equipment for nursery schools and on indoor and outdoor play spaces and their equipment. The last section of the booklet is devoted to line drawings of carpenter-made equipment and play apparatus suggested for use in emergency nursery schools. The pamphlet should be helpful to recreation workers.

Discussion Methods for Adult Groups

Prepared by Thomas Fansler. American Association for Adult Education. New York. $1.50.

THIS STUDY of the techniques of discussion in adult education takes up the forum, the informal study group, and the panel discussion. Under each there are presented stenographic records of actual discussions chosen from many records gathered together from various sources. Of interest to recreation workers is the fact that the book presents a panel discussion of "What Shall We Do with Our Leisure?"

Monologues and Character Sketches

By Helen Osgood. Samuel French, New York. $1.50.

THIS LATEST VOLUME of Helen Osgood's monologues contains thirty-seven monologues some of which are in the form of playlets.

Essays—Yesterday and Today

Compiled by Harold L. Tinker. The Macmillan Company, New York. $.80.

MR. TINKER has brought together in this volume a number of essays on all sorts of subjects which make delightful reading. Oliver Goldsmith and Heywood Broun, Charles Lamb and Oliver Wendell Holmes, L. P. Jacks and H. L. Mencken are among the writers who meet in this book. Theses on athletics and sports mingle with dissertations on poetry and peace. It is an excellent publication for leisurely reading.

Home Play in Rural Areas

Prepared by William McKinley Robinson, National Chairman, Rural Service, National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C. $.05.

THIS PROGRAM outline for rural parent-teacher associations contains suggestions for such discussion topics as Toys and Equipment; Gardening; Pets; Handcrafts; Dramatic Play; Music; Hobbies; Children's Reading; the Family at Play, and the Social Hour.

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Youth Today

EVERYONE is concerned to do something for youth. Two million, two hundred and fifty thousand boys and girls reach sixteen years of age each year. Comparatively few of these boys and girls go on with their studies. Most of them want work, life, adventure, romance. Work large numbers of them cannot have now, have not had for four years. So we cudgel our brains and try to think out plans of organization for youth that will be a substitute for work. Now we may as well face once and for all that for youth there is no substitute for work. Work is the only solution and work with pay.

Of course youth wants recreation—music, drama, and all forms of interesting activity. Youth is as ready as ever to contribute a measure of volunteer public service. But recreation and community and public service can never be a substitute for work with pay.

Work with pay gives status, standing, promise for the future, a chance to dream and plan. Without work the youth of 1931, 1932, 1933, 1934 look at their girls and see no opportunity to marry, to set up real homes for themselves as past generations have done. When we do not give our youth a chance to marry we pile up for ourselves future mental, physical, moral and citizenship problems.

Yet work for youth is not a problem by itself. The problem of work must be solved for all ages and all people. It cannot be solved for youth alone.

After all we live together in families. The family is the fundamental unit. Only shallow thinking would lead us to believe that to any large extent we can solve the work or the life problem by isolating youth. Youth has its contribution. Middle age and old age have theirs. Experience and maturity cannot abdicate and turn the world over to youth much as we might like to do so. All ages and all groups are in the same boat together and must get to shore together. Youth has its contribution to make with others, but it is not nearly so likely to make that contribution in isolation. Never has there been a time when there was more need for wisdom and experience and maturity to be added to daring and courage and adventure. We do as a nation most for youth when we do for the entire problem of unemployment.

Recreation and volunteer service and adventure for youth always. The task of recreation agencies truly is doubled in this emergency. But let us not claim that for youth there is any substitute for work with pay—or that there is any way out for youth that it not a way out for work for all.

Yet within the family no giving up of property is too great to save the youth within that family. The need of the youth of America this day is so great that no use of accumulated resources should be denied that will save our youth—and with them all the rest of us—from disintegration. Except as we keep life and hope in our youth our accumulated property will have no value for the future. After all caring for our youth is simple preservation of life values.

HOWARD BRAUCHER.

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The Art of Abundant Living

By ROY SMITH WALLACE
National Recreation Association

RARELY, if ever, has there been a Congress which so nearly justified the titles and advance notices about it. The book of suggestive questions prepared in connection with the Congress was entitled "Recreation and the Abundant Life"; and the first "note" in the regular program said, "The Recreation Congress is a cooperative gathering of all those interested in recreation as a means of more abundant life." These advance descriptions turned out to be true.

Everyone spoke of the friendliness and fine spirit of the delegates in attendance at the Congress. They were full of life and play—genuine exemplars of the theme that we were talking about— rich, vital, friendly living. There was no end to their capacity for work and for play. They attended general meetings and section meetings all day, conferred in the corridors and at the meal tables, and they would burst into play at any spare moment, between sessions or after sessions. The evening play meetings were always joyous and there were several nights when an eager group would gather around Mr. Zanzig and sing and sing and sing, until one delegate said that he thought that the Recreation Congress was an organized movement to abolish sleep! And this eager, joyous spirit was something of an achievement, something of a conquest, for a large number of the delegates to this Congress—presumably a larger number than ever before—had had their salaries cut, were working with reduced budgets, had come at their own expense. Twenty-two delegates from New Hampshire and groups from several cities were there entirely on their own funds. Yet they were all zestful and happy, keen to give and to get all possible help.

The Wardman Park Hotel was an admirable setting for the Congress, its wide and long corridors affording the freest opportunity for informal conversation and questioning. It would sometimes take from twenty minutes to an hour to walk the length of the lobby, not only because it was long but because there were so many people eager to talk with one another, to exchange experiences and to help carry one another's burden.

It should be said, too, that the local committee on arrangements was very hospitable and cordial, and that the tours and expeditions were numerous and were greatly enjoyed. Tribute, too, should be paid to the management of the Congress for the operation of an exceedingly smooth-running series of meetings for which every detail of service had been foreseen and carefully worked out so that without effort and without apparent machinery everything went perfectly.

A Truly Representative Gathering

The Congress was a National Congress. All sections of our country and of Canada were represented, and I think never before has there been so heterogeneous a group in attendance. There was a large influx of relief workers from city, county and state, many of them attending for the first time and all eager to get the most from the Congress. Then there were many workers in the bureaus of the federal government who came not merely to appear on the program, but again and again to listen to and participate in general and individual discussions. Many representatives of other agencies interested in the general recreation field, not only the partly recreational agencies such as the Scouts, youth organizations and the settlements but also the Child Study Association, the Parent-Teacher Associations, the American Federation of Arts and others were present. And there were, of course, as the regular nucleus of the convention, the executive and staff workers of the municipal recreation systems and the board members guiding and directing their work, these latter in larger numbers than usual. Many of the city delegates, too, were there for the first time, younger and newly appointed staff members who had not been able to get to Los Angeles and who had come into the movement since the Toronto convention. So the spirit of friendliness and hospitality was especially important for them.

In this statement Mr. Wallace has outlined briefly the predominant features, characteristics and spirit of the Twentieth National Recreation Congress. Detailed reports of discussion meetings and many of the addresses will be found in this and succeeding issues of *Recreation*.

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The great characteristic of all this heterogeneous, cooperative group, however, aside from the friendliness and the enjoyment of one another, was that they were all eager for information, knowledge and support, for sharing of experience. They were all conscious of facing in these troublous days a new set of facts—of relief administrations, state, county and federal, actively engaged in recreational activities; of adult education on an enriched basis indistinguishable from our own field; of self-initiated activity in these days of excess normal and enforced leisure; of emergence into prominence of great and varied leisure time interests—music, art, craft, drama—long familiar, but only half-heartedly recognized as genuine and major recreational responsibilities. And they were all, together, sharing the spirit of the pioneer, all experimental, all on the same plane—technicians and laymen, local and national, public and private—all seeking help and ability for greater service in the recreation field.

Federal Agencies Take a Prominent Part

It would probably be true to say that never before has there been such an understanding between the total forces of the recreation movement, public and private, local and national throughout the country, and the federal bureaus working in or touching upon this field. With the scene of the Congress laid in Washington, it was possible to have there not as perfunctory speakers, but as genuine participants in the "cooperative gathering" representatives of the Department of State, of the Federal Emergency Relief Administration, of the Office of Education, of the Bureau of Biological Survey, of the Federal Power Commission, of the National Parks Service, of the Civilian Conservation Corps, of the Extension Service of the Department of Agriculture, of the Forest Service, of the Children's Bureau, of the Tennessee Valley Authority and the National Resources Board, as well as the First Lady of the Land herself.

The result of all this wide representativeness was that the picture presented was perhaps more nearly a total picture of all that was going on in the whole field of enrichment of living than we have ever had before. A great work is being done—by private agencies, by federal, state and local governments with all their various bureaus and ramifications, by the departments of education, by recreation departments, by parks, by relief, by adult education, by self-organized groups, and by individuals. Everywhere there were great interest, keen realization of the need for recreational services and genuine recognition that human beings are the same now as ever only with more time on their hands during which they can do interesting and enjoyable things. There was realization, too, of the need, in all the various experimental activities now being carried on, for the old wisdom, the tested experience of those agencies and workers in the field for a long time and with ability to serve and guide and help in this time of new recognition and new demands.

Indeed the expressions of thanks to the National Recreation Association by representatives of private agencies and of governmental agencies in both the national and state field were so frequent, so complete as to be almost embarrassing. It almost seemed as though the speakers had been urged to pay tribute to the Association or as if only those speakers who would say nice things about the Association had been put on the program! The thanks, however, though almost embarrassing, came from individuals who were so well informed, who could cite specific instances with names and dates and places as to help received, that it all did sound perfectly plausible and true. And it showed a wide range of activities, a keen alertness for opportunity for service on the part not only of the National Recreation Association but of the recreation movement and the workers in this field. Otto Mallery, presiding at one of the evening meetings, made public acknowledgment that the National Recreation Association, though technically a public service corporation with membership, etc., was not merely the Board of Directors or the paid staff of the Association, but that it considered itself and should honestly be considered as just the cooperative effort of all those eager to share their experience and judgment and skill in this great field of community recreation.

All Share in the Program

The program was far less technical than most programs prepared for the National Recreation Congress. Everyone, therefore, seemed to be equally at home in the discussion—board members, staff members, technicians, representatives of private agencies and of public agencies. The Congress was genuinely seeking "opporunities for creative experience"—a real all-round rich program serving a great variety of individuals of all ages and conditions of life. It was not a Congress on children's play nor a Congress on adult recrea-

tion. It was a Congress on how to help all human beings richly to enjoy life. This was true not only of the general meetings but of the section meetings which talked about What Men and Women Want To Do, Keeping Alive Through Drama, What Parks Are Doing for Abundant Life, Recreation for Family Life, Comradeship Through Social Recreation, Play for Youth, Widening Horizons Through Nature, Hobbies, Zestful Living Through Music, Preparing Children for Abundant Life, Creative Arts and Crafts.

There was recognition of the need for self-initiated and self-directed activities. Volunteers and their contributions were accepted. There was constant questioning of anything which should smack of a superimposition in program making. There was awareness that those responsible for recreation would need to think freshly and in non-conventional patterns in order to provide recreation for long week-ends and long after-work periods rather than the short-time recreational activities to which we have become accustomed. Co-operation and the organization of community forces, the need for public understanding, for boards of laymen were all recognized, talked about, wanted and needed. Indeed there seemed to be a constant, alert, well-informed attempt to approach radically and from new points of view the needs of human beings these days for abundant living. Many who have been working and urging and prodding in order that the public recreation movement, for instance, might give more recognition to music or to drama or to handcraft or to nature activities must in many previous Congresses have felt that they were prophets crying in the wilderness; that few of the rank and file really did share their convictions that activities in these fields would minister to the needs of their clients. At this Congress such leaders must have felt that the movement had genuinely caught up with them; that whether because of more free time and energy or of budget assistance from relief funds or of a new comprehension and attack on our problems the recreation movement as a whole was at last genuinely aware of the richness of its own content and that the job is indeed the art of abundant living.

And this, of course, means new techniques—for the discovery of interests, of hobbies, of leaders; for training; for research and experimentation in how the recreation forces of the country may serve real needs as we find them; for new organization methods by which we can avoid imposed and restricted programs; for discovery of methods; for the cooperation of all social forces and agencies; for social engineering methods. Techniques are needed, too, for advance planning on an enlarged scale to serve the existing needs of all, for the genuine enlistment of the interests and power of board members and other laymen, and for development from our present confusions and especially from our relief-supported activities, into durable governmental service agencies.

A New Measure of Life Values

In these days it seems actually possible that life may have a new measure of values, that success is not, in the future, to be measured in terms of acquisition of wealth nor even in full days through financial purchase of enjoyment, but rather that success is to be measured even popularly by ability to live richly and abundantly through exercise of growing skills, through creative experiences that shall culminate in art or beauty, and that shall be judged by these ideal standards. In *The Epic of America,* James Truslow Adams identified American ambition with success in money-making and said that the standards of American life were fixed by the money-makers. The experience of the last few years has undermined this identity. And Mrs. Roosevelt, Lorado Taft, John Colt, Daniel Poling, Arthur E. Morgan were only the leaders among those at this conference who challenged and fundamentally denied this, who insisted that life is more than meat and that life in America in the future is to glorify and afford the opportunity for not the acquisitive, but the abundant life.

This was the challenge to us recreation workers, for we, too, shall be judged by our ability to

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A number of special events were scheduled for delegates of the Congress by the Washington Committee on Local Arrangements the chairman of which was C. Marshall Finnan, Superintendent, National Capital Parks.

Among these events were a Sunday afternoon boat ride down the Potomac River on the Coast Guard boat, "The Apache;" a production of "Alice in Wonderland" by the Community Center Department of the schools; play day and folk dance demonstrations by children from several playgrounds under the Playground Department; an afternoon tour of Washington parks, playgrounds and community centers; a tour of settlement houses under the auspices of the Council of Social Agencies; an exhibition at the National Museum by the Potomac Rose Club.

Living and Preparation for Life Through Recreation

By MRS. FRANKLIN D. ROOSEVELT

In introducing Mrs. Roosevelt, the Chairman, Dr. John H. Finley, said: This organization began in the White House twenty-eight years ago, and now the White House has come to us. I put it in the third person, as perhaps I should, but I would like to address you in the second person.

We are proud of her for what she has dared to do for those in need of a friend. She comes nearer being omnipresent than any other woman or man in America, or perhaps in the world. The poorest family can't be sure when they hear a knock at the door that it isn't Mrs. Roosevelt coming to see them, but we glory in that fact, that the White House will come to the humblest house in this land.

She was typified to the world as the ideal woman. Tennyson doesn't know about it, but I have taken his lines and added a few of my own, and you will know which are Tennyson's and which are mine without my telling you.

Who moves with man to one fair planet goal,
Scaling with him the shining steps—he
Gaining in sweetness and in moral height,
Nor losing wrestling thews that throw the world.
She, mental breadth, nor failing childhood care,
Nor lose the childlike in the larger mind.
So she has set herself to man, in fact,
Like perfect music unto noble words.

And in a nation in whose heart there dwells
Some sense of duty, something of a faith,
Some reverence for the laws ourselves have made
Some patient force to change them when we will.

I am sorry that I was not able to go with Mr. Butterworth and others to see the President and to express appreciation to him of what he has done in aid of what we are interested in. I would have liked to have said to him these lines, which I began to write, Mrs. Roosevelt, when we crossed just at the end of the War:

He has better made the best of us
And raised each single chest of us
He has fed the hungriest of us
He has clothed the nakedest of us
Long, long will he be blest of us
North, South and East and West of us.

If I were to add to the Tennyson medley, to you I should quote a few lines from the noblest apostrophe to woman in literature, the last chapter in the Book of Proverbs:

Her price is above rubies,
She perceiveth that her merchandise is good.
She stretcheth out her hand to the poor;
She stretcheth forth her hand to the needy.
Her husband is known in the gates,
She openeth her mouth with wisdom.

I present to you, Mrs. Roosevelt.

Dr. Finley Introduces Mrs. Roosevelt

Seated, left to right, are: Mrs. Henry Morgenthau, Jr., Dr. J. H. McCurdy, John Colt, Mrs. Roosevelt, Mrs. Thomas A. Edison, William Butterworth, Daniel M. Poling, Austin E. Griffiths.

MY FRIENDS, I think that all one can say is that it is a joy to be presented to any audience by Dr. Finley, but also an embarrassment. Certainly, he presents one more charmingly than anyone I know.

I am glad to be here tonight, and glad to come to you who were started on your way by another member of my family. I think that it must run in the family to see that recreation is not an unimportant thing, that it really has a part in the

building of human beings in their health and in their character and in their ability to enjoy life. I know that my father used to say—and I think his brother felt the same way—that one of the most important things to learn was to enjoy life, that you never could be really useful in the world if you had not learned to go gaily into whatever you were doing, whether it was work or play. To learn to play is one of the most valuable things in the building of any child's character.

Now, at the present time, this question of recreation is more important to us than it has ever been before. In the first place, we know that we are going to have more leisure time and that recreation does not mean only doing certain specific things. Recreation is a wide, wide word that covers innumerable occupations.

Sometimes what is recreation for one person would be work for another. We must, however, develop all possible fields to satisfy as many tastes as possible. We must realize that this is a very, very big field, and the fact that we are going to have more leisure really puts upon all of us who have an interest in the use of leisure time a greater responsibility than ever before.

Now, already in our education we have realized that little children can and should learn a great deal through play, but as they grow older, while we have as a rule had athletic programs for older children and while private agencies have provided them with programs of different kinds, I think in many of our high schools, particularly, we have neglected very often the possibilities for teaching a variety of recreational activities, but I think now we have come to realize that here is one place where we could improve what has been done in the past.

I think we have a new problem before us just at the moment, which I hope will not be with us for long, but which is with us now; namely, that many children are coming out of high school, some of them out of junior college or college even, and are not able to find any work to do. Therefore, their time is unoccupied, and unless those of us who take an interest in the recreational activities of any community make a special effort to have programs for these young people in our communities, I think we naturally will find a great many young people getting into more or less serious mischief.

And therefore, we have for the time being, at least, this as an added responsibility.

Community Recreation a Government Problem

I have felt, as you have, that it was a community problem, a government problem to a great extent, to promote as far as possible recreation in every community.

I had an experience this summer which I enjoyed very much and which gave me an opportunity of seeing what the federal government does in some of its national parks to promote the kind of recreation which I am happy to think is not only a joy but a very wonderful experience for a great many people. I happened to be in California and I visited three of our national parks, and it was really quite an extraordinary experience to find in the Yosemite these enormous camping spaces for thousands of people.

One evening I drove down to a place where a great many of the campers had gathered around an outdoor theatre, and the program was provided entirely from among the people who were camping there themselves. Every one who had talent came and gave of his talent, and it was really quite thrilling because I don't suppose that there was anyone—at least I didn't hear anyone—who was remarkable, but it was good, and it was healthy, and it was fun, and everybody was having a good time, and the young ranger who was introducing the people and who had arranged the program entered into the spirit of it and they ended with community singing.

I stood on the outskirts and I became so interested—I had been taken there and had been told very carefully to stay on the outskirts because nobody must know that I was there, so I was poked behind a tree but I started to walk out from behind the tree and somebody plucked my sleeve and said, "You will be recognized," and I said, "Oh yes," and got behind the tree again, but as they began to sing, I could hardly bear it, because I love to sing with a big group. I have no voice, but just the same it is great fun to sing with a great big group, and I love to hear them sing, and I feel sure that these big groups felt as I did!

Campers Find Strength and Happiness

It gave me really quite a thrill, because there were so many people having a good time together, and it wasn't costing a great deal, and it was creating a spirit of neighborliness and they were getting close to beautiful nature. I don't think that anyone could have been there and not have

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come away as I did, with a feeling of strength and beauty and happiness, which would carry you through a good deal that you might have to go through afterwards.

There were one or two very amusing things which happened which some of you may enjoy. There was a young ranger who went camping with me up in the high Sierras who had been married only a short time. His wife had been left down in the camp in the valley. One thing she was very nervous about; she had never been out in the open a great deal and she had heard about the bears. The bears are comparatively tame, but they do occasionally come where they smell food.

The young ranger, who was rather accustomed to the out-of-doors because he had been on two trips in Alaska with Father Hubbard, thought she was very fooiish in her fears. Before he left her he told her that there was nothing to be afraid of in the bears but if the bears walked up to the door, she should just throw something at them and they would go away. So when I came down in the valley I asked him if he could bring his wife to see me. When she came she told me this story.

She was sitting aione in the tent when she heard a funny noise. It sounded in the direction of the larder. They had a sort of wire box that they pulled up off the ground. I think that she had forgotten to pull it up and when she went out—she didn't go out for a long time; she was too nervous—she found that a bear had taken everything out of the larder, which made her feel even more nervous than before.

The next night while she was reading a book she heard something about her door. The door was a screen door and was hooked; she looked out and there was a bear right by the steps. She was perfectly petrified, but thought, "If I only had something to throw!" She had a book in her hand but instead of throwing that, she seized the clock and threw it. When her husband came home, he was a little annoyed because they were without a clock and it was all because of his advice!

I had a great deal of sympathy with her because I felt quite sure that if any bear had really appeared, I would have done the same thing, and this is what really happened to me. They told me that they had brought a dog into the camp because after you were in a camp a day or so bears might come around. I was lying in a sleeping bag under the trees and I felt something moving around my feet and though I was very sleepy, through my mind went the thought, "Suppose I should sit up and see a bear!" I had forgotten about the dog, and I thought, "Oh, well, I won't sit up and see what it is," and I tried to go to sleep again.

But still the thing seemed to move around my feet, and so with an effort I sat up, fully expecting to find a bear, and there was the dog, peacefully nestling down by my feet. I should have known that the bear couldn't have come into camp without the dog protesting, so I decided that I would have behaved very much the same way that my ranger's wife did if I had really found a bear.

National Parks Arouse Pride

The feeling that you get from seeing what pleasure and what health people get from the national parks is one of great thankfulness that we have such things and that the national government is responsible for them.

I had always known a good deal about what we had done in New York State but this was my

PRESIDENT ROOSEVELT RECEIVES RECREATION CONGRESS COMMITTEE

"President Roosevelt received a committee from the Congress this noon. Five or six of us from the Board of the National Recreation Association called on him to offer the services and experience of the Association to the government for whatever uses could be made of them. The President already knew what Aubrey Williams said to us Monday night—that we had been of great use to the emergency relief administrators in the nation, the states, and the different localities, and to the millions of people who are suffering from the emptiness of enforced leisure. We were able to tell him of the special services which are being rendered to the Department of Agriculture, to the Office of Education, to the National Capital Park and Planning Commission and to the National Resources Board, and to say to him that the Association and the recreation forces of the country were at his disposal for any additional services within our field.

"The President recalled that he had been a member of the National Recreation Association and a sponsor for the Association helping to raise money for it long before he was governor of New York State and was proud of the association. His final word to us to be repeated to the Congress was, 'You are doing a bully fine job!'"—*William Butterworth,* Chairman.

first real experience with the national parks, out west, and I came back with great pride in our government and pride in us as a people, that we could have the vision to do things of this kind and to stand back of the development of something which I feel is really a great help, physically and morally and in every way, to the people of our country.

Now, there is one thing that I have always felt was particularly important in all of the recreation work which is done, whether it is done with young people or whether it is done as we are doing it today more and more with older people. The thing which impressed me, and impresses me more and more, is the need of trained leaders. I don't believe that we accomplish half so much if we provide the physical environment for play or for education, and do not provide adequate leaders. You can get on with poor equipment if you have a really imaginative and good person to guide the people who come there.

That, I think, is one of the things that we need to bring home to many of our local governments. We have in this country been very prone in the past to think that buildings and equipment were the most important things; they are not. The people who are going to lead in the use of those things are really the greatest factor. The other things are a great help, but I have seen some of the most interesting programs worked out by individuals and carried through successfully for the good of the whole community where there was very little equipment and where it depended largely on the initiative of the leader and the people who were doing the work.

Success Redefined

Now, I know that in the past it has been felt that success in life was largely measured by what you accumulated in a material way, but I think we are going to change that concept in the next few years. I think that success is going to be measured by the amount of satisfaction that people get in living their lives. There is still a feeling, I think, among young people, a great many of them, that to be a success a man must make a fortune, but that idea is changing, and I am more and more interested to find young people coming to me and saying, "We are not so keen about getting into work which is going to bring us just material returns. We are keen about getting into work which we will enjoy doing, and which at the same time will be a mode of living which will really give us happiness and contentment, and which we can enjoy as we go along."

So many people in the past have worked at things they really didn't enjoy, and worked early and late, with practically no recreation, and always with the idea that some day they would have enough money laid aside to retire and enjoy life, and when that day came, I have met many a disappointed man and a disappointed woman, because when they came to enjoy life they made the discovery that they might have the desire but they didn't have the ability to realize the desire.

You can't turn on your capacity for enjoyment like a faucet. You have to develop it as you go through life, and therefore I think we have a new opportunity, a greater opportunity than ever before, and perhaps a greater field because we are really today the means by which a new ideal of living is to be realized.

So in coming to you this evening, I have really come—as my husband has already wished you success—I have come to wish you, myself, great success in the work which you are doing, and to express the hope that the work is going to grow, and that you will be given the vision and the imagination to meet the opportunities of today and tomorrow.

The important contribution which our national parks are making to the enjoyment of vast numbers of people was emphasized by President Roosevelt in a talk at Glacier National Park last August when he said: "There is nothing so American as our national parks. The scenery and wild life are native and the fundamental idea behind the parks is native. It is, in brief, that the country belongs to the people; that what it is and what it is in the process of making is for the enrichment of the lives of all of us. Thus the parks stand as the outward symbol of this great human principle."

Commenting on the announcement that 1934 was to be emphasized as National Parks Year, he said: "With all the earnestness at my command, I express to you the hope that each and every one of you who can possibly find the means and the opportunity for so doing will visit our national parks and use them as they are intended to be used. They are not for the rich alone. Camping is free; the sanitation is excellent. You will find them in every part of the Union, you will find glorious scenery of every character; you will find every climate; you will perform the double function of enjoying much and learning much."

Recreation As a Socially Useful Field of Employment

By JOHN COLT

My honorable chairman, in giving me such an introduction, had to go back to my birthplace—although I am not ashamed of it—as if I were relying on the place or time or my parentage for any advantage. This reminds me of what I once heard the Honorable William Jennings Bryan say.

Many letters had come from young students asking him what they should do to become orators. One day he got a letter like this: "Dear Mr. Bryan, I am a born orator. What shall I do about it?" Mr. Bryan wrote back: "My dear Sir, I suppose that orators have had to be born like the rest of us, but let me assure you that being born is the smallest part of your equipment as an orator."

I am a poor writer and a worse reader and I refuse to come down here with an inspiring audience like this and attempt to read what I have got written here. So if you will allow me, I am just going to talk to you tonight about some of these matters that are close to your hearts. They have certainly been close to mine for the year and a half that I have attempted to direct relief in the great state of New Jersey.

I would venture to suggest that one of the most startling discoveries of this depression, certainly startling to the great bulk of Americans, was the fact that this problem of leisure time, which had never been a problem at all, at least consciously to most of us, had suddenly become a vital concern of really gigantic proportions. Not long after I took control of the New Jersey Emergency Relief Administration, I realized that I had not one but two or three prime duties in my work. Now it goes without saying that the first duty of anybody in a relief administration is to see that every man, woman and child in our communities who is in want and who has not the proper means of livelihood, shall get relief and that they shall get enough relief. And by that I mean enough not only to keep them alive but to keep them in life and health.

And then it seems to me that our second duty, which I even vision as a corollary of the first, is to see that those who are not deserving are not on our rolls. But, ladies and gentlemen, for one year and a half I have gone from one end of the state of New Jersey to the other, preaching this doctrine, that we who are in charge of relief have a far broader, nobler and more vital task than the mere feeding and clothing and housing of these people, important as that is.

Morale Building a Part of Relief

I say to myself and to my associates every day in the year that we must never forget that we are dealing with people, and that they are live people; they are individuals with just the same longings, appreciations, hopes and fears and disappointments as you and I have, and in all of our doing we must be sure that we do something for them, the individuals themselves.

And that is the reason that I have gone around seeking the aid of an association like yours, going into the churches and the schools and fraternal orders and women's clubs and the American Legion in order that you people may help us in relief to do this very much more vital thing, the sustaining and upbuilding of the

Mr. Colt, Chairman of the Administrative Council of the New Jersey Emergency Relief Administration, was primarily responsible for the establishment of a Leisure Time Division of the Administration. The state-wide program which has been developed by the Division is administered by a state director of leisure time activities. Directors have also been appointed in nineteen counties.

The extent of this program is indicated by Mr. Colt's statement that the 1934 summer program served 48,000 adults and 160,000 children. 615,000 people attended dances and concerts sponsored during the summer months.

Much of the success of the Leisure Time Division of the Emergency Relief Administration in New Jersey is due to Mr. Colt's inspiration and guidance.

morale of those less fortunate neighbors of ours who are on the relief rolls. And I say to you most soberly this evening, if those of us in relief throughout this great country of ours do not in addition to material sustenance give these people something of hope and cheer and guidance, then we have failed lamentably in the great task that was laid upon us.

In his address Mr. Colt paid high tribute to workers in the recreation movement and to the National Recreation Association: ". . . I want to express to you the gratitude that I have in my heart for the high things that this Association has given us. . . Without your help and your inspiration, the loan of your people, the fact that you train people in leisure time activities, I would still be groping around to get a start. . . Thanks to every one of you."

Well, I think that you will all admit that that was a nice program which I outlined, but I have to confess that it took me six months to get that third objective under way, and it wasn't until I got in touch with your Mr. Faust, who not only understood what I was driving at, but better still, offered and executed one of the most excellent surveys of the recreation facilities of New Jersey, and free of charge, and it wasn't until later that I got Mrs. Marjorie Woodlock, also a trained worker in your Association, to help, that I began to see any light or any hope. With the help of those two people, I was able to establish what is known as the Leisure Time Division of the Emergency Relief Administration of New Jersey and it is one of the divisions of which I am most proud and one that nobody dares do anything with unless they check with me.

Now, Mr. Chairman, I wish that I had the time tonight—I had better warn you that when I have a good time my watch stops—I would like to tell you in detail about what this Leisure Time Division which was established by you and which was aided by you has done.

Broad Recreation Program Under E. R. A.

But suffice it to say that we have taken within our purview all of those objectives and aims which I have seen recommended and approved in your prospectus: Education, handicraft, concerts, theatricals, playgrounds, and all of the better sort of entertainments. Last winter when we just got under way, we had forty-one thousand people *enrolled* in our winter work and we estimated that we *touched* ten times as many or an audience of four hundred thousand which is almost equal to our relief burden during the winter. And this summer in our summer program we had forty-eight thousand adults and one hundred and sixty thousand children or a total of two hundred and eight thousand. Six hundred and fifteen thousand people in the state of New Jersey last summer attended dances and concerts sponsored by the Leisure Time Division of the E. R. A.

And I would like to mention, also, a thing that Mrs. Roosevelt touched upon. Last year in the state of New Jersey two thousand children enrolled in junior colleges which were sponsored and paid for by the Emergency Relief Administration.

Now, Mr. Chairman, I think you people won't wonder why I am glad to come down here tonight; why I am enthused about you and what you are doing and why I want to express to you the gratitude that I have in my heart for the high things that this Association has given us. And more than that, I want to encourage you by saying that we are determined in New Jersey that the strides that have been made in this leisure work shall not be lost. At our request, the Governor of New Jersey has appointed a state commission on leisure time, and this is entirely independent of our relief administration, for the purpose of putting this work on a firm, sure and a permanent basis.

Well, without your help and your inspiration, the loan of your people, the fact that you train people in leisure time activities, I would still be groping around to get a start; and if you want to know why I came here this evening, I came here simply to say, as sincerely and as feelingly as I can and as I know how, thanks to every one of you.

Recreation, A Fundamental Part of Relief

I notice that I was given a topic—I don't know whether you have read the topic, "Recreation As a Socially Useful Field of Employment." I would say that it is pretty formidable and I always know from being a chairman, that it is nice to have the speaker at least touch on the topic assigned him.

Maybe some of you have read a book called "The Threat of Leisure," by George Barton Cutten, President of Colgate University. To me it is a particularly stimulating and timely volume. In that book Dr. Cutten reminds us that it was during his respite from forced labor that primitive man improved his utensils, decorated his weapons and made his first rude carvings on the walls

of his cave. It was from the hours and days of the leisure of the primitive man that our arts, our sciences, our games, in fact, all of the products of civilization date, and as Dr. Cutten points out, civilization is but itself the product of leisure time.

Now as I understand it, you are banded together and have been working for years to make of leisure time what it was originally and always should be, a creative force. The machine first produced the need for an organization like yours, and it seems to me that the depression with its widespread unemployment has brought your aims and objects out into bold relief.

And if it is true, as Dr. Cutten says, that civilization was produced by leisure time, then I say that you people ought to be in the van of the recreation of a new and better civilization in this country of ours. And if you ask me the question, "Are you who are employed in this field of recreation in a useful field?" I would say, "Well, is a mother in a home of growing children necessary?" It seems to me that you are not only in a useful field but you are in an absolutely vital field.

Now it is true that this country has suffered and still suffers a deep depression but I want you to know that I feel that this country is also enjoying one of the grandest opportunities that we have ever experienced. You know, as I have travelled throughout the length and the breadth of New Jersey, it has been borne into my heart that as in the war years there is an outflow of neighborliness and loving kindness. Yet I think that one of the greatest perils that we face today is that, as right after the end of the war, this spirit of brotherly love may evaporate. I think one of the grandest things a group like this can do is to see that this spirit is cemented and retained, because I say to you in all soberness that selfishness and greed and inhumanity in this country have got to go or the true America as we have known it and longed for it to be will be no more.

Production vs Dignity of Human Life

John Galsworthy once said that the question before this world was a question of quantity or quality, blind production or dignity of human life.

There must be such a cultivation or good will that we will dream and plan and work so that not only ourselves but all others of our fellow citizens will have a chance to really live. This country still faces a serious crisis and only a fundamental change in our attitude towards each other will be of any avail. Well, now when is a man or woman going to do this except in leisure time? When are they going to see their problems? When are they going to grapple with them, and when is their transformation of spirit going to take place?

If you ask me if you are in a socially useful field, my answer is that the future of this country is in your hands. You know that the later day historians tell us that this country is on the wane, and they say that we are on the wane because we have no new frontiers to conquer, and they assert that when a country has lost its pioneering spirit, then decadence sets in.

Well, the frontiers that they talk about were material frontiers. They were the mountains, forests and the raging streams, and the pioneering of which they speak was a physical and material pioneering, but I tell you that I see in this country a new age of pioneering so much more glorious than that of the old age that there is no comparison, and it is a pioneering that is instinct with greater human riches than anything we have heard of before. It is a pioneering in human relationships and in that pioneering the surface has just been scratched.

Coming down on the train I was thrilled to read the purposes and the aims of this Association, because it seemed to me, you, fundamentally, basically, include the great human needs in the compass of your program, and if I read your prospectus accurately, what you propose to do is to teach people how to live. And what more noble vocation in life can there be than that!

Now, having been a professor, the habit never leaves one of just a few admonitions before the hour is over and I know that you would be disappointed if I didn't point out some ways in which I think progress might be more quickly attained.

We are Dealing With People

You know, we want to never forget that we are dealing with people, and I don't care what job anybody in this room has in this recreation program, you are dealing with people. A man once went to Dr. Arnold at Rugby and said, "Dr. Arnold, I understand that you teach mathematics," to which the doctor laconic-

If you ask me the question, "Are you who are employed in this field of recreation in a useful field?" I would say, "Well, is a mother in a home of growing children necessary?" It seems to me that you are not only in a useful field but in an absolutely vital field.

ally replied, "No, I teach boys."

Not long ago a dinner was given to a man whom I consider to be one of the greatest educators that Princeton University has had in the last twenty-five years, and yet if you pick up the university catalog and finger down through the officers of administration or the faculty, you wouldn't find his name. Why? Simply because he was a trainer of the Princeton team and his name was Keene Fitzpatrick. For twenty-five years Keene Fitzpatrick was the most respected man on the Princeton campus and I consider him the greatest educator that we had there because of his character and of his ideals. his innate sense of modesty, his principle of sportsmanship, and above all because of his love for young men. He turned more boys into men than any man that I know, and so a few months ago they gave him a dinner, and leaders from all over this country attended that dinner to testify to the influence in their lives of that trainer.

Keene Fitzpatrick was only a trainer of the Princeton team and yet that man envisaged his job as a maker of men.

Now I know that I don't need to say what I am going to say to this audience, and I don't think that it fits, but I am going to say it just the same. I never could see why people go into the field of working with other people unless they love people. And I am going to tell you tonight, because I say it all over New Jersey, and I am going to start saying it again — the thing that grieves me most in emergency relief is the fact that there are still a number of people who are supposed to be trained workers that treat these people on relief as if they were numbers on a relief roll.

You know the poet says, "The gift without the giver is bare." I say to you, "Relief without an utterly sincere and human loving touch can never be anything but a hand out." And so in your work, the richest gift you have to give these people that come within your circle is something of yourself, something of understanding, and sympathy, and kindness, hope and faith.

Leaders Should Study Constantly

Then may I suggest that if you and I set ourselves to be teachers of life, we have got to know something about the matter ourselves, and that means that we have got to be constantly studying. It is a vocation that calls for self-discipline; it calls for self-sacrifice; and it calls for continual growth on our part.

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Then let me say to you, "I like this Association," and I will tell you why. I never found anybody yet in it that seemed to have a title. If they have, I have forgotten. They are all just regular people and they didn't send me any engraved cards and they weren't professors in the science of living, or the science of soft ball, or the science of golf or anything else—they were just people.

Now not long ago one of the students came to me and said. "Dr. Henry Van Dyke is going to deliver his last lecture in English." I said, "That is fine. I am delighted you told me." Dr. Van Dyke was a dear friend of mine. I had him as a teacher when I was an undergraduate. I said, "I am going to go over and hear him deliver his last lecture to a class of Princeton undergraduates." I went over, and wended my way along the familiar paths and I sat in the same room that I sat in as an undergraduate.

When the lecture was over, Dr. Van Dyke closed the little black book that he used to refer to. He was one of those artists like our chairman —he seemed to talk and yet he could look at his manuscript at the same time and it didn't impede his progress as it would mine. And he looked at these boys in front of him and he said, "I have got one request to make of you—when I leave this room, don't think of me as a professor of literature but just think of me as a teacher of reading."

You know, the other night somebody asked about education—you people have come from all over the country; you have seen cuts in educational budgets—and I said, "America has never suffered from too much education, but we have spent too much money on buildings and too little money on teachers."

This country needs some people that are just willing to be called teachers. We could do with a lot more teachers and a lot less title-conscious professors—and I am not against professors but I am against title-conscious professors—and I hope that this recreation association retains just that same simplicity and charm in this broader field that you have set for yourselves as you have in

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the past, because you have touched the popular imagination—and I know, because I sit in one of the capitals of the state and the popular imagination filters through any state capital.

I must say just one word for my friends, the unemployed in New Jersey, because they are in the same plight as the unemployed all over the country. The other evening I was making a speech and when I got through I foolishly asked for questions, and there was a man in the back of the room who got up and said, "Mr. Colt, I would like to ask you a question."

I said, "Go ahead."

He said, "Would you like to know how to run relief?" The audience laughed and so did I and I said, "Yes, I have been trying to for a year and a half."

"Well," he said, "I will tell you how to run relief. If for every family on relief you had another family that wasn't on relief that would befriend that family, not give them anything but just befriend them, you would change the complexion of relief in New Jersey over night."

Relief, A Problem of Neighborliness

And you know, that man is right, because this relief problem impinges on the life of every single individual citizen in this country, because in the last analysis, it is simply a problem of neighborliness. If your friends and my friends and your neighbors and mine, who through no fault of their own have been without work, some for months and others for years, could have that encouragement and that warmth and feeling of still belonging that come so vividly and so reassuringly from actual human contact, we could change the complexion of relief in this country over night.

The other day I was reading one of those beautiful sermons by Dr. Bowie of New York City and I came across this passage. He said, "The new, the alien, the unimpressive—do we not instinctively turn our backs on these?"

As I read those two sentences, I thought of these relief people. You know, they are new; they are not the old poor; they are not the chronic poor; they are men and women as you and I. And just because they are new and are like us, paradoxically as it may sound, they seem to us to be alien. We don't know what to do with them; we don't know how to classify them; we misunderstand them. And then, if we see them individually, one by one, after they have been out of work for months or years, they do seem unimpressive. I want to tell you, ladies and gentlemen, that this country is facing in this year the most serious crisis that we have faced and I will tell you why.

For two months before I went away on my vacation I did little else except to meet with delegations of unemployed from all over the state of New Jersey and this was the insistent note that was reiterated to me again and again in those interviews: "Mr. Colt, we don't want to become radicals; we don't want to join the ranks of the enemies of organized society; but will you answer us one question? Why is it that those people are the only people that seem to have time to talk with us?"

Well, I could have answered their questions but I didn't dare. The reason that the radicals are the only people who have time to talk with them is because we are so busy trying to do something for them that we haven't got time to help them.

And so I make a plea to you good people tonight, that wherever you help in this country, in this relief work, in our leisure time activity, that you take the time to really let these people talk to you, and more than that, that you tell us where we are failing with these people.

Now Mr. Chairman, I have just one wish for this Association as I close. Like Mrs. Roosevelt, I hope that you will always be guided by the broadest and the loftiest conception of your mission. You know, too many people in the United States think of you simply as an association interested in physical recreation. But it seems to me that anybody reading the tenets of your organization and contemplating the moving theme of this Congress, "Life more abundant," will be convinced that you have a much broader function. I hope to see, and that you may

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The Christmas Play for Everyone

OF ALL THE holidays there is none that draws children and adults together so closely as Christmas when people of all ages meet in services, festivals and other occasions traditional of the season. In many communities the Christmas play has become an important event, fully as much a part of the season's activities as St. Nicholas himself. Christmas plays in which children and adults take part seem especially appropriate since any audience is at this time bound to be made up of the entire family.

The play in which the child plays with his grown-up friends has a very special value for him. As he interprets the part of a child of his own age, the little actor finds himself at ease and able to contribute his own gifts of grace and talent in the true spirit of the season. He learns to subordinate himself to the play as a whole so that the beautiful thought which it expresses may not be marred by the slightest display of "show off." Adults in charge of the production should guard against unnecessarily featuring the child actors or exploiting their lovely, natural gifts. The little players should understand that, no matter how small their parts, they can bring distinction to the play through sincere work. The small extra in the role of a carol singer may contribute great beauty to a scene by his apparent absorption in the character of another child—perhaps a carol singer of another time, another country—whose personality the player has captured and faithfully reproduced.

Among the plays for Christmas which fulfill the threefold purpose of pleasing the adult players, giving children opportunities for playing within their own sphere, and delighting an audience composed of all ages is *The Toymaker's Doll.* This play tells the story of old Franz Brock, a toymaker who has been beloved of the children of his village for many years. It has always been Franz' custom to throw open his shop on Christmas Eve to the poor children and to give away whatever toys remain unsold upon his shelves. But Franz has made a marvelous invention—he has learned to make wonderful walking dolls, dolls that march, waltz and curtsey to delightful tinkling tunes.

News of his dolls has spread throughout the land and as the play begins Franz finds himself becoming a wealthy man. Sudden riches have turned the simple toymaker's head and he has grown into a harsh, greedy man. He drives the children from his shop and even refuses to give a broken toy to a poor woman whose child is ill. His wife, Minna, and Hilda, his granddaughter, beg him to be his old self, but Franz, lost in his dreams of becoming toymaker to the children of royalty, is impatient with them. When a mysterious woman comes to his shop and warns him that before Christmas Eve is over he will gladly

A scene from "The Toymaker's Doll" as presented by a group of National Recreation Association workers, Christmas 1933.

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give away everything he owns, he scoffs at the prophecy. The burgomaster comes for the dolls he has ordered and Franz gleefully demonstrates a soldier, a shepherdess and a dancing doll for the amazed customer.

When the man has left, Franz sits gloating over the gold that has been paid him. Suddenly a messenger in rich attire appears and Franz' dream comes true—the prince has sent for a doll. But just as Franz realizes to his dismay that his last doll has been sold to the burgomaster, Minna's screams of terror are heard and Hilda enters, bewitched into a walking doll. The old couple are terrified as the messenger, believing Hilda to be a real doll, insists upon purchasing her. The spell is lifted when Franz remembers the words of the mysterious visitor and a group of children, singing carols as they pass the shop, are summoned in to receive their toys as in other years. Frantically Grandfather Franz gives away his toys, and at last Hilda is released from the spell and joins the children in their merrymaking. The play ends with the grateful toymaker's admission that he would rather have the happy children about him than any amount of wealth.

The setting for this play is attractive and need not be expensive. Tinsel and light-weight toys hung on a plain dark curtain, the toymaker's work table on which a row of wooden soldiers stand, with groups of dolls, drums, etc., on the floor, are sufficient to create the atmosphere of a toy shop. A few families can contribute enough properties. Since the play tells a story laid in another century, toys of a distinctly modern nature would be out of place.

Another simple and lovely play is *The Woodcutter's Christmas*. The scene is a simple woodland cottage interior. As the play opens, the woodcutter's children are eagerly awaiting his return from the town where they hope he has gone to buy their Christmas gifts. They chatter of the special gifts that each would like to find on Christmas morning and can scarcely listen to their mother's fears that some harm might befall him on his journey through the forest.

When he finally enters, they see at once that the strange bundle in his arms cannot possibly represent the desired gifts and there is a moment of bitter disappointment. Then the woodcutter shows them what he has. It is a baby that he has found deserted in the forest. He asks his children to accept it instead of the gifts which he is too poor to provide. The children rally and soon lose their disappointment in planning to share their own scant belongings with the little one. As the scene ends they are all happy in making their little, gracious sacrifices.

The next morning when the children come to greet the baby they find him gone. But the rude cradle where he lay is filled to overflowing with all the gifts of which they had dreamed. As the awed family gather about it, they realize that the stranger they had sheltered was the Christ Child and that their loving care has been rewarded by the miraculous gifts.

The simple scene may be set against a plain curtain with only a few pieces of rude furniture. Bright peasant costumes and the use of colored lights add to the attractiveness of the play which, in its utter simplicity, carries the Christmas message effectively and beautifully.

There are many other charming Christmas plays for children and adults to give together. If the play is to be used as part of a church service, the following are suggested as especially appropriate for this purpose:

No Room at the Inn by Esther Olson. Two men, one woman, one child. A lamp made by a little girl of Bethlehem lights the stable where the Christ Child lies. Walter H. Baker Company, 178 Tremont Street, Boston, Mass. 35¢.

The Transfiguration of the Gifts by Frances Cavanah. Eight adults, five children, a choir. An imaginative interpretation of the Christmas story, where the humble gifts of little children are turned to beauty because of their love for the Christ Child. The Womans Press, 600 Lexington Avenue, New York City. 50¢.

The Spirit of Christmas by Grace Craig. Nine adults, seven children. When the Christmas Spirit appears, boys and girls learn the real meaning of the story they have heard many times. Tableaux of the wise men, the shepherds and the Nativity. Womans Press. 50¢. Royalty $2.00.

If the occasion is solely one of entertainment but if some spiritual significance is desired, the following titles provide interesting material. The first two plays have already been described.

The Toymaker's Doll by Marion Holbrook. Six adults, four children and extras. The Dramatic Publishing Company, 59 East Van Buren Street, Chicago. 35¢.

The Woodcutter's Christmas by Linwood Taft. Two adults, five children. Three short acts. The Eldridge Entertainment House, Franklin, Ohio. 25¢.

Yuletide Wakes, Yuletide Breaks by Dorothy Gladys Spicer. A Christmas revel in which eleven nationalities are represented. This is designed to afford a full evening's entertainment. In addition to the episodes dealing directly with the individual national groups, there is a program

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Summaries of Discussion Group Meetings at the Recreation Congress

Eight minute reports of the section meetings at the Recreation Congress were presented to the entire group each day in order that all the delegates might have the benefit of the information presented at and the ideas developed in these discussion meetings. As at previous Congresses, these summary reports were greatly appreciated and proved a most valuable feature.

Problems in Recreation Program Building in the Creative Arts and Crafts

By Mrs. Eugene Meyer
Chairman, Westchester County Recreation Commission
White Plains, New York

I am glad to report that the meeting on arts and crafts was an excellent one. The discussions were almost all short, constructive and to the point. It was evident that the people who are working in this field had come to the conference well prepared.

One very interesting point of debate centered on the use of materials. Some of the members complained that inadequate budgets made it impossible for them to purchase good materials and therefore the progress of an art program was impeded. At once a group of workers who came mostly from the country insisted that fine, honest materials, native materials, were always at hand for anyone who had the ingenuity to appreciate them. They pointed out that clay could always be found for modeling, that willow could be used for basketry, that factory remnants made excellent hooked rugs, that reeds could be made into flutes, and so on. In other words, any natural material is usually beautiful and not the materials but the way in which they are used is the important point. Skill, in short, is more important in the development of an art program than a budget.

It was the consensus of the meeting that the thing taught is not as important as the method of teaching. Unless the teaching methods are right, the pupils will be more inhibited and stultified than developed. Why is there in America such a widespread contempt for the arts? For those of us who come from the average, typical American small town or rural community must admit that most of our citizens go their way through life without having seen or heard a genuine work of artistic genius and without caring very much whether they do or not. Why is this so? Chiefly because our early training in the public schools was such that the arts and crafts were made to seem negligible. What is worse, many of us can remember attempts at the teaching of music or drawing which only increased our contempt for those modes of expression. Our reading, writing and arithmetic were in the hands of trained people whose knowledge we instinctively respected but such teaching in the arts as was given us was so banal, so obviously amateurish in method and purpose that our contempt for these lessons was just as instinctively transferred to the arts themselves.

Thus by and large we Americans are not only an uncultured people; we are in vast numbers definitely anti-cultural, if by culture we imply respect and appreciation of the highest efforts of the human mind.

Nevertheless many of our citizens carry about with them a secret yearning for things spiritual, and for a greater understanding of the beauty and significance of the arts. These people in vast numbers can be tempted to express in pottery, in painting, or in the lesser crafts, some of the emotional forces with which life cannot fail to endow them.

Do you ever take time to read the personal columns in our newspapers or even in our most

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high-brow literary magazines? What is the burden of these letters? "I am lonely. What shall I do?" These people usually think that they are in need of a vast army of friends. What they really need is to get acquainted with themselves. The person who has once put forth every effort of which he is capable in helping to produce a play or dance, in singing with many others some fine choral work, or playing an instrument either by himself or in groups can never again feel entirely lonely.

The opportunity which the recreation movement has in the development of a love of the arts is boundless. It is, indeed, more than an opportunity. It is a challenge and a responsibility which we cannot avoid.

As I spoke harshly of the kind of art teaching which has been done in the public schools, I should add that the improvement in art instruction, particularly in the public schools of the big cities, has been very marked. The most modern of the private schools have contributed a considerable influence and our colleges have also widened their curriculums in this respect. What is probably the most promising omen is the fact that many informal groups have sprung up throughout the country who are practicing the arts for the sheer love of it without any professional ambitions or purposes.

But let me emphasize once more the importance of teaching methods in the arts. The whole object of such endeavors is to free the intuitive forces of the individual to build up the imagination, as Lorado Taft said, and never to discourage him by demanding an impossible degree of skill. At the same time the teacher's influence must be all on the side of honesty and sincerity, eliminating especially all the meretricious short cuts that produce a showy but superficial effect. There must be no undue emphasis on the merit of the product except as it is related to the progress of the individual worker. Whether one of the children models an awkward chicken or one of the advanced pupils turns out a genuine work of art, the joy involved is exactly the same in quality and in intensity and it is this creative joy which is the essential factor.

In other words, whether people paint well or badly does not matter. What matters is the effect of creative effort upon the individual. The spirit needs exercise just as definitely as the muscles. The recreation movement, if it is to be what its name implies, must afford just as many opportunities for the refreshment of the mind and the spirit as for the development of the body.

In Westchester we emphasize the arts because the athletic and play side of the program takes care of itself. The organization of an outdoor program is a routine matter by this time with all of us. But the recreational approach to the arts has a big contribution to make to the whole problem of education. If all people, regardless of talent, are encouraged to express themselves freely whether in painting, sculpture, or in craftmanship of some sort, they will find a new integration, a new freedom, a new respect for self such as comprise the very foundation of human happiness.

We are not trying to produce great works of art, though we believe that even these will emerge from such a movement. We are trying to make good citizens who will find their lives enriched through creative effort and through an appreciation of what others have produced in the cultural field. With such an object in view, the pursuit of the arts is just as important and probably more important as a leisure time pursuit than either sports or games.

What Special Service Can the Recreation Movement Render to Youth Just Graduating from High School and College Who Are Unable To Find Employment?

By Kenneth Holland

New England Supervisor of Education in C. C. C. Boston, Mass.

In the first place, we decided that the recreation movement could call the attention of the people of the United States to the vast extent of this problem. The number of these young graduates are many—last June approximately a million young people graduated from high schools and approximately a hundred and forty thousand graduated from colleges and universities. In the last four years there were approximately four million seven hundred thousand of these young graduates. Thousands of these young people of that age have left college and joined the ranks of the unemployed—that sea of despair.

We must not only consider the conditions of these young people today but we must consider what their conditions will be ten or fifteen years from today. It is in these graduates that the United States has made the greatest investment. Society has made the greatest sacrifice for these young people and we must help preserve them in this time of crisis.

Consequently, we decided that while the leisure time activities are important for these young people, the first thing of importance is the obtaining of a job. In other words, that while we can tide over these young people in this time of crisis we must call the attention of the people of the United States to the fact that some provision must be made whereby these young people can be absorbed into the work-a-day world.

The recreation movement must not seem to teach these young people that their life is to be play; it must not seem to drug these young people into satisfaction; the recreation movement should stimulate the thought process as well as their muscles and creative powers. It can also be of great assistance in providing activities which will tide them over this time of depression, at the same time teaching them ways of using their leisure time after they are absorbed into the normal work-a-day world.

In the opinion of some of the people of this group, it was not the recreation movement's place to set up discussion groups so that these young people could better understand our general social and economic program. However, at least we agreed that if it was not the responsibility of the recreation movement to set up such discussion groups, recreation leaders should be sympathetically aware of the need for these young people to discuss the current social and economic problems so that they would better understand what changes must be made.

In the third place, we decided that if we are to develop the program for these young people we must recognize that they know what they want, and that it is necessary and desirable in setting up any kind of a program to make them feel that they are helping to organize this program. In Missouri a plan had been set up without consulting the people whom it was to help and it fell apart as soon as the C.W.A. fund was withdrawn. The programs were unable to continue after this support was withdrawn.

We believe that the interests of these youths will be wide and varied and that any program set up for them should provide opportunities to start anywhere in the whole great land of leisure time.

Some of the examples cited were very interesting, one in particular of the park department in Chicago which organized a model motor boat making program for young fellows between the ages of sixteen and twenty-one; they are now making complicated and successful tiny engines and are developing an interest in the whole process which may eventually develop into occupations for them. In other words, they may become so interested in this program and so enlightened that they can join the ranks of those like Dr. Finley who spend their work time in that field in which they are most interested.

In the fourth place, this group decided that any movement set up for young people should enlist those young people in leadership campaigns. These are the future leaders of the United States. They are the young people we have made the greatest sacrifice for and we must give them an opportunity to develop their own leaders.

Practice shows that while young people wish to participate in the organization of these activities they desire and welcome suggestions and help from adults of more experience. It was also pointed out that in picking out the adult committee, care should be given to select the outstanding leaders of the community. These organizations should grow out of the local community.

In the fifth place, we believe that initiative and imagination will discover the facilities necessary for the conduct of these leisure time activities.

In the sixth place, we decided that while recreation must meet this question, at the same time there must be a change in our educational instruction which will insure the next generation better plans and training for their leisure. Dr. Finley said on Monday night that education should teach the righteousness of leisure. The recreation movement must assist in education so that it will provide for the constant practice of the constructive use of leisure time.

We did decide finally that the recreation movement must assist these young people, because as Disraeli has said, "The youth of the world are the trustees of posterity."

"This great body of youth is intrusted to us. It is our responsibility. We dare not break our contract with it. We dare not leave it untrained for what it has to face. These boys and girls will be men and women. Nothing can possibly prevent their influence from molding the future of the country. They are placed in our hands for safe keeping."
— Newton D. Baker, **Chairman, Mobilization for Human Needs.**

What Can Be Done to Secure A Better Understanding of the National and Local Recreation Movement?

By Curtis P. Fields
Chairman, Recreation Board, Greenwich, Connecticut

Recreation *must* concern itself with public relations. Whether we wish it or not, we must give careful heed to the type and quality of our publicity. Whether our work is supported by voluntary contributions or from tax funds, we are obliged to tell what we are doing with the money other people provide us. If we don't tell our story, our playground and other facilities will not be adequately used and the funds may be cut off at any time; if we tell it crudely, carelessly, people will pass our publicity by with a shrug and with scarcely veiled irritation at having their time and money wasted.

Our story may be told in many ways but most often the medium is the printed word. Here the infant is right back on our own doorstep, for we seldom can depend upon others. However friendly our relations with our local press, however ready they are to cooperate with us—for the most effective material, month after month, we must look to our own creative efforts. We who know most about what we are doing, we, ourselves, must tell our own story. The question, then, is —how?

The publicity problem of a recreation movement, whether local or national, may be summed up in the phrase, "Getting it across the footlights."

It is essentially a question of dramatization. We must pick out the really important highlights and present them in a manner that will appeal—not to ourselves—but to our readers; we must present them picturesquely, briefly, tersely.

Of course, in preparing our publicity we are not attempting to write literary masterpieces that will live for generations; but the fundamental question of catching and holding the reader's interest is the same. Imagine what "The Merchant of Venice" would have been like had Shakespeare spent much time reporting how often Shylock visited the Rialto each week or what Portia spent for her Sunday dinner. In the hands of an artist these things could be made interesting, to be sure, but they were not the highlights. Far better material was at hand.

Playing, like eating and sleeping, is a fundamental instinct; but in print it is likely to sound dull and uninteresting unless it is treated with skill.

Yet, what an opportunity the subject affords! Things that concern children, adolescents and youths make the strongest kind of appeal to adults. We have evidence of that fact all around us in costly advertising designed to sell things to adults. Make no mistake about it: manufacturers and distributors would not spend their hard-earned money on that kind of advertising unless they were sure it paid its freight.

And that same appeal is one of our chief stocks-in-trade. Our work is largely concerned with children and adolescents. There is a wealth of material, too, in what we are doing to help conserve morale among adults. But in the hurry and press of everyday life we are likely—unless we guard against the temptation—to overlook the rich human interest of our recreation work and to let our publicity become uninspired, dull, drab, full of commonplaces and read only by those of us who are already fully persuaded.

Yes, it is simply a question of selection and of dramatization, but dramatization is not simple. It requires the hardest kind of work—and that is, constructive thinking. But it pays generous dividends. This does not imply melodrama, or undignified horse-play. It doesn't mean fancy or artificial writing, or sentimentalism; it doesn't suggest using such banalities as "tiny tots," or "palpitating hearts." The dramatic touch should be like the works of a watch. You don't see them unless you search for them, but they make the watch go: they make the watch worth looking at.

A good publicity article tells the whole story in the first sentence or two, but does it in such a manner that the reader keeps on because his interest has been aroused. In these days of headline readers who skim the news in hasty glances, a two fold test is:

First, did that sentence I just wrote make the reader want to know what follows?

Second, if he stops with that sentence, have I got my story across?

This has been justly called a picture age. But how many of us have stopped to consider how unspeakably dull a picture can be? By all means let us use pictures as freely as may be in telling our story, but as we love our work and its future let us select carefully the pictures we inflict upon a long-suffering public. The mere fact of being pictures does not and cannot make them appealing.

There are many other ways, too, of telling our story besides the printed word and pictures. Personal talks before large and small groups are one of the most effective of all—with the big qualification in capital letters that they must be interesting. Spare your community long and dull speeches, fill their ears with interesting stories of your work, and they will rise up to call you blessed, and eventually vote you larger appropriations.

"People may for a time spend their new and perhaps unwelcome leisure in sleep, at the movies or in driving back and forth on the crowded highways, catching glimpses of the countryside between the billboards. It is inconceivable, however, that these forms of entertainment will long satisfy our population. They will demand and are demanding some kind of occupation which will assist them to a more varied, stimulating, and important brand of activity." — *Robert M. Hutchins,* President, University of Chicago, in address before the National Education Association, June, 1934.

In every community there may be men and women with speeches to make from time to time, who will be grateful for a little help in the way of living, dramatic material about recreational work and activities. Each member of your board and of your advisory committee should be a sort of walking delegate, ready at the drop of a hat to talk interestingly, sincerely and convincingly about the work, its accomplishments, and its opportunities.

Let's not make the mistake of believing that only prominent people can provide us with news. From the humblest home in your community may come a story that will set your whole city ablaze with interest in your work and in what you are trying to do.

"Seeing is believing," says an old adage. Encourage your City Fathers to visit your activities. Try to get the leaders of each section of the community to investigate for themselves. Persuade the chronic kicker to serve as chairman of one of your big evening events, and he will soon be a booster. Organized "Come and See Trips" are grand institutions—a regular feature in some communities.

What Men and Women Want To Do In Their Free Time

By Sidney Teller
Executive Director, Irene Kaufmann Settlement, Pittsburgh, Pa.

The discussion of "What Men and Women Want to Do in Their Free Time" resulted in a sort of testimonial meeting. The first speaker was Mr. Robert B. Hudson of Radburn, New Jersey, who stated that surveys of his town showed that ninety-seven per cent of the adults in his town participated in the recreation programs. Fifty-five per cent of the men insisted on physical recreation activities; the greatest number of women were in or wanted educational activities. The other general groups of activities were called citizenship and religious activities.

He said that the success of the program was due to the fact that it was not imposed but was what the people desired or expressed, and also to the fact leadership was supplied no matter how small the group was. He stated also that the program was flexible and did not have to be carried through the entire season. Adults will do what other adults do, either from a sense of duty, inspiration or imitation. He said, "Let small groups start; others will join."

The next speaker was Miss Jeanne Barnes of Morgantown, West Virginia, who presented a rural point of view. She stated that rural West Virginia in the vicinity of Morgantown has a background of mining and agriculture and the people living there are very socially minded. They have much native music and the outstanding events were fall and spring festivals in which persons from six years to eighty-six compete. They have family reunions, which are big affairs and the county fairs are the outstanding community events. They have to fight church opposition to having square dances in the school buildings, especially if they are in the vicinity of a cemetery.

She stated that the farmers enjoy most the county fairs where the men and women can exhibit products from the farm and their handcraft. The miners like best safety demonstrations and demonstrations of first aid teams in local and county competition. As to entertainments, local talent draws better crowds then imported talent from the city. Play days in various parts of the county are increasing the activities and also the number of participants.

The next speaker was J. J. Syme of Hamilton, Ontario, which is an industrial city of one hundred and sixty-five thousand people. He stated that athletics are the greatest interest of both single men and women in their free time. Single men

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like soccer especially. In one year participation in this sport increased from eighteen persons to more than five hundred. Married people want self-governed "clubs" where they can develop their own programs, and find hidden talent within their own group.

He asked us the question: "What would you do and what would your staffs do in your own leisure or free time?"

The next speaker, George A. Lundberg of New York City, reported on a study of Westchester County. He said that what people do with their leisure depends on the conditions under which they live. What they would like to do depends on money and time.

In the study, members of Parent Teacher Associations were asked the question, "If you had $1000 what would you do?" Fifty-three per cent of those who replied would engage in more outdoor sports, twenty-six per cent in more commercial entertainment and ten per cent would engage in travel. The rest were scattered. A second question asked this group was, "If you had two hours more a day of free time, what would you do with it?" The result was that forty per cent said they would spend it in reading; twenty-two per cent would spend it in sports and twenty-six per cent in creative activities. Mr. Lundberg suggested that we try these questions on ourselves.

In his opinion most people do not have clearly formulated ideas as to what they would like to do. They have cravings, feelings, tensions but not definite plans. Leaders should lead. There is too much letting people do what they think that they want to do which is bad for the individual and the group. Most people not only need to be told or directed but they want to be told. The recreation leader or department should determine what is desirable recreation or use of leisure time, and then lead the people into these activities.

The next speaker, W. Duncan Russell of Boston, referred to the opinion that there is a danger in more leisure since more and more leisure makes for less and less energy. This theory or tendency should be seriously considered and fought against. In his opinion adults want to be treated as adults. We must follow a course between the paternalistic which wants to make use of every minute of free time the way we want it used and the other extreme that what people do is none of our business.

I would like to take this opportunity of calling your attention to a study which the National Recreation Association has made, the title of which is "The Leisure Hours of Five Thousand People." The outstanding facts which the study revealed may be briefly summarized as follows:

1. The home is the center for a large and increasing percentage of leisure time activity for large numbers of people.

2. The average number of activities taken part in outside the home, especially often, is relatively small and did not increase during the past year.

3. To a considerable degree leisure time activity at the present time is largely determined by low cost and availability rather than by the real desires of the people.

4. The expressed desires of a large number of individuals can be realized only as opportunities are made available through community provision for them.

5. The limited evidence available indicates that people working comparatively short hours but with reasonable security are utilizing their leisure increasingly in a wider range of varied activities than are people of any other employment status.

6. Age, sex and marital status are factors which have a considerable and varying influence upon people's leisure time activities and desires.

NOTE: Copies of "The Leisure Hours of 5,000 People" are available from the Association, price $1.00.

Keeping Alive Through Drama

BY DR. MILTON SMITH

Teachers College, Columbia University
New York, N. Y.

THE discussion of our subject, under the inspiring and firm guidance of our chairman, Clarence A. Perry of the Russell Sage Foundation, was most enthusiastic and helpful. The suggested questions in the program were quite rigorously and wisely adhered to and most of them seemed to have been answered to the satisfaction of the majority of us.

The first question, whether or not amateur drama has suffered during the depression, was first considered and the general impression seemed to be that while it may have suffered, it has not decreased. In fact, the depression, with its resulting idleness and enforced leisure and mental slump, has seemed to increase the demands. Amateur dramatics have a real morale sustaining

value. Evidence to this effect was offered by Mrs. Elizabeth Peeples of Washington, our first speaker, and by delegates from many cities and villages throughout the country. There seem to be hundreds or thousands of performers and thousands or tens of thousands of auditors. Dramatics have been and are being used widely by welfare bureaus, recreation departments, playgrounds, church and school centers, and so on.

Our second speaker, Miss Ruth Swezey of Wilkes-Barre, advocated the drama tournament as a method of bringing new groups into the movement and as a possibility of encouragement for less well-organized groups. It seemed to be a general opinion that tournaments have a possibility of great publicity value, offer opportunities for the development of leadership and give chances for the expression of interests that might otherwise not exist. Tournaments are sometimes held in towns, sometimes in rural communities, or sometimes they may cover the entire state. The point was made by several delegates that the tournament was only a means to an end, to interest more and more people in drama as a means of recreation. The point was several times made that we make the attempt to get beyond tournaments, dropping when possible the sometimes objectionable contest and award elements, and holding festivals instead, festivals where people who love the theatre and the practice of it may come together to show each other what they have done, without competition, and to compare notes, to demonstrate, to study, and to increase their technical information and proficiency. Festivals of this sort have already replaced tournaments in Philadelphia, in Westchester County, New York, and in other places. The point was several times emphasized that tournaments have greatest value for the participants only when they lead on to further study and efficiency, and the implication seemed to be clear that they may be bad if they result in disappointment or a feeling of inferiority.

L. R. Harrill of Raleigh, North Carolina, thought that the value of short institutes, the next question we considered, depended on both the instructor and the pupils, but the point was made by him and by others that the true value of these short dramatic institutes was rarely perceptible immediately, but that the result of the seed thus sown, if the seed is good and the ground not *too* barren — and perhaps slightly watered by the rains of favorable chance—often sprang up in good dramatic fruit months, or even years, later.

At this point, as always, the question of royalty suddenly thrust its ugly head on the scene, and was briefly discussed—probably too briefly for those to whom it is still a pain, and at too great length for those to whom it has become a bore. Since nothing can or perhaps should be done about it, the obvious answer seems to be either to find plays on which royalty is not demanded or to work out some method of paying it. Mr. Kirkham of Salt Lake City, however, made a suggestion, new to many of us, of the possibility of paying royalty wholesale or buying the rights to certain plays for a certain definite group for a stated period of time. Perhaps this possibility should be discussed, especially in organizations covering wide territories, although there are obvious objections to such a scheme in many situations.

Miss Hester Proctor of San Francisco, in introducing the discussion on children's plays, suggested that there should probably be no formal plays before the age of 10 or 12 and that children's plays should not be too elaborately costumed. The discussion on this point as to the age of beginning formal dramatic work with children seemed to arouse much interest and some heat. It seems to me that perhaps some of the difficulty resulted from a lack of definition, and a resulting confusion between *playing* and the *presenting of plays*. The formal presenting of a play demands a maturity —the ability to read, a certain recognition of form, and so forth, which does not occur until children are 10 or 12, but they are certainly never too young to play. With the beginning of

An unusually colorful drama exhibit attracted much attention and comment at the Congress this year. Examples of theatre craft on display were a collection of masks made by Charles Wells of the National Recreation Association and a model stage, the work of George H. Williams of the Theatre Work Shop of the Works Division, Department of Public Welfare, New York City. The stage model was a miniature replica of a set used in the production of "Wappin' Worf" which was produced on a movable stage in New York City parks last summer. The use of colored lights thrown on the inexpensive materials which draped the booth was a practical as well as an arresting feature of the exhibit. Collections of plays and production books, conveniently arranged, were in continual use throughout the Congress.

formal dramatics, which is marked, I believe, by the study of a definite, previously written script, in the attempt to bring it to life on the stage—whether that stage be one end of a school room, or a Ford truck, or a Broadway playhouse—we are beginning to practice the art of the theatre; and it is this great eternal art with its synthesis of all the other arts and crafts—such as literary composition, acting, directing, designing, painting, dressmaking, carpentry—that gives the study and practice of the theatre such widespread interest and that makes many of us so enthusiastic about it as an instrument of culture and recreation.

In conclusion, if a summarizer may summarize his summary, the underlying note of our meeting was hopefulness and progress, and it was very inspiring to learn of the many interesting ways the theatre is being used.

If I Had Full Power to Represent the People of the City in Which I Live and a Measure of Financial Freedom in Helping Them Toward Abundant Living What Would I Do?

By David Cushman Coyle
Consulting Engineer
New York, N. Y.

Two phases of the subject were discussed in the meeting; one relating to technique, the other to attitudes. It appears that the subject was understood to mean, "What would I do if I had a chance?"

Apparently there was general agreement that the leaders of recreation should call in, so far as they can, the advice and the help of the people themselves, particularly the unemployed—the people who are going to be re-created—to find out by surveys what they are now doing, what kinds of things they are attempting to do with such facilities as there are, what are their desires in regard to opportunities for recreational and educational activities of all kinds.

From a survey you can get an idea of what the tastes of the people are, and from the people—now that there are so many unemployed, and so many of them have nothing to occupy their minds with except worry—you can get a considerable number of leaders who are capable of doing large quantities of work, and for nothing.

The people bring forward leadership if they are given an opportunity. All they need then is a certain amount of facilities and supervision to see to it that the kinds of things they want to do are done under such conditions as bring about an improvement in their cultural level—improvement in their opportunities; that the people who come up for leadership shall be coordinated; that personal and organizational jealousies shall be smoothed out, so far as possible, and the whole movement allowed to go ahead without unnecessary confusion.

The point was brought out that the young people of the community are the people who hold the future, and that there are ten millions of them who are neither in college nor employed—who have nothing to do—who can be gotten to do community work as volunteers to help clean up the town.

So far as the technique of handling recreation was concerned, all that this topic led the people into was a general statement of how they would like to run a recreation program. Very little was contributed here that I imagine hasn't been said in your other meetings, but this question about the young people brought up some important points.

Two young men who were present were asked to make some remarks. One of them said that he approved of the idea of asking the people what kind of things they want and he believed that the E.R.A. relief should be continued so that the programs could be carried on without being obliged to stop.

The other stated that he had attended many of the meetings and he expressed himself as follows: "The trouble with the people in this conference is that you are all old-fashioned. You make plans for recreation as you hoped to do it under the old regime—you make plans for restoration under the old regime, in which you hope you will be able to do better than you did before, and there isn't going to be any old regime any more." He suggested that you let the young people plan their own recreation on a four-point program that he had in mind, education, recreation, recreational adjustments, and self-help in the method of finding work. (That struck me a little cold because it is going a bit far to say "four" points. Some one else would have a different number.) And he said you could get it at a minimum of cost.

Now I take the liberty of making a few remarks about the comments of this young man. In the first place, I like young people and I have a couple of them of my own. I like their point of

view and I like this fellow, and I want to state that. And yet he "gummed the whole works" when he said you can get it at a minimum cost.

In summing up, the chairman mentioned several points that were underlying the kind of things that had been said and the misunderstandings that had been brought out. He said that we can't operate this country at all until we have a new economic order in which we must have a rising standard of living. We must have security for old age; we must encourage science and invention to release people, not in order to create unemployment, but to create an opportunity to transfer people to the occupations that make civilization, to jobs in which they can operate to improve it— not only the recreational but all the cultural opportunities of the people—and be paid for doing it.

The consensus of opinion expressed at the Congress meeting at which lay boards were discussed coincides with that of the Board of Directors of the National Recreation Association which several years ago voted unanimously that "in general, other conditions being equal, it is the policy of the Association to advise cities to provide for some form of recreation board or committee made up of members serving without pay; that recreation in itself is of such vital importance, so distinct a phase of human life, that like education it needs in each community a group of thoughtful, able representative laymen who shall follow closely the work of the executive staff and advise with reference to policies to be followed."

It may be inspiring to you to feel that there are ten million young people full of idealism in this country who can be gotten inspired to go forward. As somebody said, "They write to Washington and ask, 'How can we marry if we haven't any job?'" And we can inspire them to go out and get jobs and improve the community as volunteers, in helping to clean up the dark spots and to move forward the thing which we have turned over to them in such a mess.

Now, there are some things which ought to be said about it. It is inspiring to think of ten million young people living on public service, love and idealism and fresh air, but it is ridiculous to consider that young people ought to be asked to live on love and enthusiasm and idealism, without money. How are they going to marry if they haven't any money?

Moreover it is ridiculous to consider that the community should attempt to operate on a minimum cost of operation. It is all right, I know, when you do it with your boards. You have got to talk as though you thought it were desirable to run on an economical basis. As Galsworthy once said, "The only safe place for the human tongue is in the cheek," but you realize that it is ridiculous to consider that low cost is a measure of the advisability of a program. We have got to spend money for security; we have got to spend money for making decent civilization in this country. The engineers have discovered Aladdin's lamp, and if you are afraid to spend the money that is necessary to do the things that ought to be done, the lamp won't work.

The young people some day are going to hold the future in their hands, but don't let us get inspired with the grand idea of turning it over to the young people. We are responsible, and no others, for the next ten years. We will make or break this civilization. We will turn it over to these young people ten years from now going strong and headed for a new outburst of culture or we will turn it over to them in an unholy mess. It is our responsibility and no others. Ten years from now it will be their responsibility —right now it is ours, and nobody else's!

What Are the Gains, If Any, in Having Special Lay Boards or Commissions in City Governments Charged with Responsibility for Working on the Special Problems of Schools, Parks, Recreation?

By Peter Dowdell
Chairman, Recreation Commission
Scranton, Pa.

The majority of recreation systems throughout the country are operated under three different types of boards or commissions: First is the lay board that is purely advisory; it has no power to tax nor to employ but its activities make friends for recreation and it is useful. Second is the lay board with administrative powers, using appropriated funds; this type has the power to determine policies and to employ personnel—sometimes with the approval of the city officials. Boards with rotating terms of office are as a general rule more effective and a greater power to the community. Third is the legal board with power to levy taxes, to hire and "fire" personnel and to determine

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Delegates to Twentieth National Recreation Congress

policies. This type of board is generally found where schools are responsible for the recreation program of the community.

In the general discussion, it was brought out that with the third type of board, recreation was usually secondary and in many places recreation was sacrificed when tax funds were low. The consensus of opinion was that the second type of board was most favorable for recreation.

Of special interest was the discussion of the question, "Which is more desirable and effective in its results, a lay board or a department head as is sometimes found under the city manager form of government?" Apparently there has not been much experience with the department of recreation without a lay board and with the executive in charge responsible only to a city manager or city executive. However, most experience with the latter form of management has not been favorable, and it was generally agreed that lay boards, non-political and representative of the people, are necessary under any form of government.

Lay boards, when active and interested, can add much to the recreational program of any community. They can make and adopt policies and programs that appeal to the masses, thus making friends for recreation. They can be of great help in solving the problems that arise sooner or later in any organization—and we all know that two heads are better than one.

They can assist in solving financial problems and, being non-political, are in a position to carry their fight to the people of the community when there is danger of having budgets cut or eliminated entirely. People of wealth or means are more likely to give land, building or money to a community for recreational purposes if they know that this money or property will be administered wisely by a lay board and not be subject to politics.

A lay board can be far more effective than a single individual when politics threaten to disrupt a recreational program.

The general discussion brought out very strongly that a board or commission of representative people of the community whose sole purpose is the promotion of recreation is most desirable and effective in its results. In conclusion, it was agreed that civic consciousness and the standard set by the people of the community really determine the success or failure of any system of recreation.

Wardman Park Hotel, Washington, D. C., October 3, 1934

What Parks Are Doing for Abundant Living

By Ernest K. Thomas

Superintendent of Parks, Providence, Rhode Island

There were eleven questions listed on the program for discussion at this group meeting but time permitted for consideration of only two or three. The following are the high spots:

1. The motto of the American Institute of Park Executives indicates that park executives have an understanding of the contribution which parks may make to abundant living. It is—"To make more abundant facilities for a more expressive life for all."

2. The ideal towards which park executives are working is to secure at least one acre of land to be used for park purposes to each 100 of the population. Very few municipalities, counties, or states have approached this standard as yet, and most communities have not yet come within 50% of this ideal.

3. Rapid strides have been made in recent years in acquiring for public use forever, large areas such as represented in our national parks and forests. States, counties, and municipalities are also rapidly acquiring new areas for public park purposes.

4. This movement of acquiring new areas for park purposes must go on for some time to come before any adequate amount of property is acquired and dedicated to park purposes for the leisure time use of the people.

5. How to finance the maintenance of park areas and new areas to be acquired in the future is a problem facing all park executives. The most widely accepted policy seems to be that federal, state, county, and municipal governments shall make the capital expenditures necessary to acquire and develop parks for a variety of recreational uses and that those who make use of special features provided such as golf, tennis, various sports and games, picnic grounds, camping sites, fishing, swimming pools, bath houses, music, concerts, dramatics, nature study and a number of other recreational facilities shall help support them, in part at least, by paying nominal fees.

6. It has been observed for a number of years, and especially in the last few years when large numbers of our people are bearing heavy burdens brought about by unemployment, that larger numbers seek those areas in parks which are kept in a more or less natural condition, or where there are beauty spots such as rose or other special gardens, or where the environment is beautiful, quiet and peaceful. It is in such environments that our people may get physical, mental and spiritual refreshment which helps sustain

their morale and gives to them a new courage to meet their own personal problems.

7. It was in an environment of peace, quiet and beauty that the Almighty intended that his children should live. Cities and congested areas provide an unnatural environment for the genus homo. This is a biological fact that can be demonstrated by observing the behavior of people whenever the following factors are present: First, large areas in parks, away from the centers of population; second, an inexpensive means of transportation; and third, time—leisure time.

When these factors are all available to our people, young and old will flock in thousands to areas where only the simplest facilities are provided, such as picnic grounds, camp sites and nature trails, leaving beind them the cities with their recreational equipment and facilities and organized programs. Parks and recreational facilities in congested areas are often very little used over the week-ends, and on holidays and Sundays. It is on Sundays, for example, that many swimming pools are drained for cleaning purposes when there is no demand for their use.

8. Are we in danger of being misled in our planning by inadequate thinking on recreational facilities and programs for the use of the public? Are we spending too much time in planning and organizing for the recreational use of the people without sufficient basic knowledge of the natural desires and biological impulses of the people we aim to serve? May I suggest that such questions as these are fundamental and an intelligent understanding of them is essential to all boards and executives who are concerned with the planning, development and supervision of recreation for the public.

Recreation executives themselves may well seek out these retreats in quiet, peaceful surroundings for the purpose of study and a great deal of hard, straight thinking on the spiritual and biological background of human nature in order that we may hope to understand a little more about what is necessary for the best physical, mental, moral and spiritual development of our people to the end that they may be as happy as possible in this mundane world.

Increasing the Recreation Service Program Through Volunteer Leadership Supplementary to the Leadership of Employed Staff

By George J. Fisher
Deputy Chief Scout Executive, Boy Scouts of America
New York, N. Y.

This session was well attended and the discussions were lively and apropos to the subject discussed. One noted a very marked advance in the sympathetic attitude toward volunteer service on the part of professional leaders. In the past, discussions have emphasized largely the negative aspects of volunteer service. It was implied then that it was too casual, too uncertain, too superficial. In these discussions there was a distintively positive note. Testimony was given regarding the loyalty, the efficiency, the values and the permanency of such service under proper guidance.

There was general implication that the volunteer in recreation had risen to a large place in the present situation. The increased amount of time available for recreation, the tremendous volume of activities to be directed—and now the great variety of activities included in recreation are responsible for this emphasis. There is no time like the present; this is the day; this is the hour. There must be raised up a vast army of leaders to give intelligent and human and spiritual leadership to the new leisure movement.

Along with these increased opportunities are decreased budgets. The cost of professional leadership on a large scale is prohibitive. Much of this service therefore must perforce be voluntary. Perhaps it is better so, for if we had all of the money that we wanted to spend, it might be that this movement would be too mass, too crass, too impersonal.

But voluntarism in recreation is desirable for its own sake. The voluntary principle is the democratic principle. It is in line with our national traditions. It is distinctly American in its part and spirit.

The modern note in recreation is to help people find entertainment and romance and adventure. It must, in part, be personal, cultural, life enriching.

In presenting his summary, Dr. Fisher said, "I would like as a national officer of the Boy Scouts of America to bring the friendly greeting of that organization to this Association because we are deeply indebted to many men who are in this organization who were charter members of this movement. And we have in our own movement honored your executive by awarding him the award of the silver buffalo because of his recognized place as a leader of justice in the life of a nation."

Children must learn by doing, and there must be opportunities for the creative, for exploration and for personal archievement.

There was very definite evidence that in the future there would be more rather than less voluntary service in the recreational movement. This is essential to meet the feeling on the part of many youths—including the unemployed—of a sense of uselessness. In recreation these youth can be given worthwhile tasks to perform that bring with them the sense of helpfulness to others, of having something to share with others. This is a constructive antidote for the restlessness and sense of futility among youth.

What youths fail to find in their vocation they may find increasingly in their avocations. Here volunteer service in recreation rises to new heights in its potential possibilities for developing character and happiness and abundant living. Its tools are so tangible, its activities are so real, its spirit is so bouyant that it contributes to the certitudes of life. It substitutes in part the service motive for the gain motive. It is securing the larger life through service.

It was generally conceded that the modern executive in recreation will be noted primarily for his skill in recruiting and inspiring volunteer leadership.

The burning question that always arises in discussions of voluntary service is, "Can we have all that is fine in voluntarism—its unselfishness, its high motive—and yet have such service in line with modern educational and social service technique?" There is the hub of the volunteer problem; mere good intentions on the part of men and women will not suffice. Volunteers must be trained for service. This was the heart of the discussion.

Techniques have been devised for training volunteers for efficient service. Probably the most heartening aspect of the whole recreation movement is the genius that is being displayed in training volunteer leaders for specific tasks and even in the training of leaders who in turn will train other leaders. Unique plans were reported for training game leaders, song leaders, leadership in the crafts, leadership of groups — "group motivation."

Every recreation movement will have the training of its volunteer leadership bulk large in its program in the future. What hitherto has been done in this direction sparingly should and will be done tomorrow in a generous fashion. This is a distinct trend it seems to me. This conference has revealed it at many points.

I was very much surprised to hear that ninety-seven per cent of the leadership in the rural communities must of necessity be volunteer.

Volunteer service then will always be preceded by training for such service. Here we must show genius and special ability for in this direction lies progress—great progress. It is the means by which the cause will be made persuasive. Because of this increased function by the professional leader there was a distinct request for literature dealing with the professional leader's relation to the volunteer, suggesting principles, policies and programs.

In conclusion, the best way to develop leadership in America is to have the youth experience leadership. The recreation field is a most experimental field for practice in leadership. That dealing with the volunteer has its problems it was acknowledged; dealing with the human is the most difficult problem in the world, but as John Finley has said, "It will be more difficult to train people to use their leisure rightly than it has been to train them to labor efficiently."

What College and University Courses Are Desirable for Men and Women Who After College Training Are Immediately to Become Play and Recreation Leaders?

By Lee F. Hanmer

Director, Department of Recreation, Russell Sage Foundation, New York, N. Y.

The predominating note in the discussion registered as desirable for all recreation workers: 1. A broad, basic, cultural training. 2. An understanding of social and civic problems. 3. A high personality rating. 4. Special courses in the technique of conducting the types of activity in which the individual proposes to serve.

Specially trained workers for the different activities were considered essential but such training should be given in postgraduate or senior year courses. The training of recreation executives for administrative work is in quite a different category from the training needed for play and recreation leadership in the wide variety of activities. For this reason the National Recreation Association has established its National Rec-

At the First International Recreation Congress in Los Angeles in 1932 a group of workers met for a discussion of special recreation engineering problems. Those present felt the need for more frequent opportunities to discuss problems of this sort and requested the Association to help make this possible. Consequently a meeting was arranged at the recent Congress in Washington which was devoted to a discussion of engineering problems involved in the development of recreation areas.

reation School for executives, which provides graduate training courses.

It was deplored that qualification requirements and salaries for recreation workers are not now generally commensurate with these desired standards of training. They should at least compare favorably with those for public school teaching.

It was suggested that for all college and university students there should be required courses designed to prepare each individual for the wholesome and satisfying use of his or her own free time. In addition to the personal benefits that would accrue, such training would help to develop a public more responsive to adequate provision for play and recreation and its efficient administration.

Just as colleges and universities are now providing advanced courses in music, medicine, architecture, engineering, etc., so should they also offer courses for recreation administrators and leaders of special play activities. The registration for such courses would no doubt be responsive to the professional opportunities in that field, as is the case in the other professions. These courses should provide for practical laboratory work in the conduct of activities, and should definitely include research in play and recreation problems. Courses in this field should be addressed to: 1. Personal needs of the student. 2. Social needs. 3. Professional needs.

It was suggested that a responsibility rests upon the public schools to teach all the children plays and games, develop skills, and stimulate special interests that will tend to equip them for the wholesome use of free time both as children and adults. The function of public recreation then would become primarily that of providing facilities for recreation and administering them, rather than teaching activities; although that would of necessity continue to be a part of the task in the growth and development of recreation programs. Just as the training for professional social work should include an understanding of the play and recreation needs of the people, so should the training for recreation administration and leadership provide for instruction in the basic principles of personal and family adjustment and welfare. Play and recreation administration and leadership is in reality a practical form of social work, and in the expanding field of free time service is destined to become increasingly so.

Substantial contributions to our group discussion of this subject were made by recreation executives, representatives of institutions offering courses in play and recreation, and many others who have had wide, practical experience in training recreation workers and conducting activities.

As another evidence of its efficient service, the National Recreation Association has prepared a suggested four year college course for those planning to go directly into recreation work. The Association's comments on this subject and the courses proposed are in complete harmony with the conclusions reached by our discussion group. Multigraphed copies of that outline of courses are available for those who are interested.

Recreation Engineering Problems

By Gilbert Clegg

Playground Engineer, City of Milwaukee, Wisconsin

Even as all Gaul is divided into three parts, the recreation engineering problem divides itself into two parts. There are the details of construction—stubborn facts that may make or break a playground. Drains that don't drain; a surface that blows away on wash day; tennis courts that crack; field house doors that swing the wrong way; bubblers that don't bubble—you know the whole list. The second part is that less tangible but probably more important thing called the general plan or design. It is that interrelation of size and arrangement of the various activity areas to the site, the type of neighborhood, the kind of supervision, and the size of budget.

Our group began with the details, perhaps because of the suggested questions for discussion and perhaps because the details cause the director so much grief and in this meeting he hoped to find a remedy for his troubles. It early became evident that because of the variation in local conditions, materials, prices and climate, an exchange of blue prints and specifications is of little value unless all the related facts bearing upon the situa-

tion are known. This does not mean that California can't help Massachusetts, or that our discussion was wasted time. Far from it, but because situations alter conditions, I shall only touch the high spots of the discussion with emphasis upon principles involved.

Surfacing. A lengthy discussion of surfacing showed that the impervious type of all-weather surfacing such as concrete, asphalt or tar macadam should be used only where absolutely necessary to withstand the wear and that turf or porous surfacing such as sand and clay or crushed tile and clay should be used wherever it will stand up.

Tennis Courts. It was the almost unanimous agreement that tennis players prefer a *good* clay court to a hard surfaced court, but in several instances the players despite their expressed preference actually took the hard surfaced courts. All-weather surfacing is in high favor with recreation directors because of the low maintenance cost and, in maintenance, concrete is cheaper than asphalt or tar macadam. It is recognized that the success of a concrete court depends upon sound engineering and honest, careful construction.

Lighting. Flood lighting of tennis courts and play areas is increasing in popularity but at present there is no standard of light intensity, type of unit, or location. The trend is toward setting the lamps higher above the play area.

Backstops. As with the lighting equipment, the range of sizes and shapes of baseball backstops varies widely. Under city conditions it has been found necessary and practical to reduce the distance from home plate to the backstop to as little as fifteen feet and have an overhang extend over the batter. In Detroit the wire fabric of the overhang is allowed to hang loose to soften the rebound of foul tips.

Portable Bleachers. The advisability of building homemade portable bleachers is a local problem depending upon the available labor and ability to secure good material at a reasonable price. Tampa, near the cypress mills, can afford to do it; Detroit can't. Before building any bleachers the question of liability for patent infringement should be passed upon by the recreation department's attorney.

Fireplaces. Outdoor fireplaces were discussed and apparently many have been built without a knowledge of whether they would be used by small family parties or large organized groups. As a result many fireplaces are too big and the fuel consumption is exorbitant. Fireplaces where wood is available should be designed to permit enjoyment as an open fire after the meal is cooked.

Wading Pools. The maximum depth of water in wading pools favored by the majority present ranged from 12 to 18 inches with a few champions of depths to three feet. The deeper pools present a drowning hazard unless under constant supervision.

It is notable that either because of lack of time or the relative importance on a supervised playground, the word apparatus was never mentioned during the discussions.

Probably the outstanding fruit of the discussion of recreation engineering problems was the recognition of proper planning as a basis of successful recreational areas. Miss Josephine Randall of San Francisco pointed out that we have worked out with great detail methods and programs and have developed experts upon these matters, but little attention has been given to the problem of the physical planning. She suggested that there is a field for a new specialist called a *Recreation Engineer* who would meet this need. Mr. M. C. Huppuch of the National Park Service emphasized the importance of good design as a means of holding down maintenance costs — an important consideration in

view of the great amount of work now done with federal aid.

It was generally agreed that play areas should be the result of the collaborative efforts of the trained recreation director, the building architect, the engineer, and the landscape architect. Ideally they should start collaborating before the site is selected. Having the site, the recreation director will list the required facilities, activities and equipment; the landscape architect will design the area as a harmonious composition recognizing practical requirements and esthetics; the architect will plan the buildings; and the engineer will dictate the structural requirements. The questions of what and how to surface, depth of wading pool, kind of tennis courts will be determined to meet the individual requirements. It will be a tailor-made playground rather than a mail order product.

All will work together and their meeting of minds will produce results far beyond the mediocrity of ill planned areas all too often encountered and accepted as satisfactory. We have a rare opportunity to raise the accepted standard, improve public taste, and, what is more, have a better recreational area.

The Recreation Executives' Meetings

By V. K. Brown

Superintendent of Playgrounds and Sports
South Park Commission,
Chicago, Ill.

The mobilizing of the nation might well be reported as the theme of the recreation executives' meetings on the initial day of this conference. Cooperation was the subject of the first session which gave testimony to the general determination that out of our bitter experience of material want we shall move unitedly toward a compensating spiritual betterment in our social order.

The progress reports of that first assembly were all concerned with the pooling of thought and effort to use our increased freedom to think and act together. They widened the trend of agencies to work toward team rather than individual and isolated efficiencies. The business of living more effectually, engaging city planners, welfare workers, recreation leaders and even groups seeking further light on international relations, was put into evidence, each community standing on its right to discover, mature, and act upon, its own plans for its special needs even to the suggestion that private organizations use public facilities where the public itself cannot provide for promoting intensive use, as a precursor proving plant for the public agency's later developments.

Some of the problems of interpretation of government regulation and operation where government funds provide for manning of local works—problems of morale maintenance, of compensation inequalities, of materials provision and of selection of qualified workers—were frankly faced as inherent in the use of relief help. The duty of using such help in a cooperating spirit with the national relief administration was recognized, but so was the danger to the local situation of such overmanning of service as would make for relieving communities of the salutary sense of responsibility for self-sufficiency in directing their own leisure, and warnings were voiced against such opulence. Fees and charges were discussed, and even the subject of responsibility for accidents and for treatment for injuries came in for attention.

It is quite evident, I think, that in the struggle of the human spirit to reinterpret life—the struggle now going forward—a call to the colors is enlisting us all in a movement, not of shock troops, but of a people as a whole. It is apparent, I submit, that the feeling is becoming almost universal that perhaps the most momentous event in the life of this generation was not the shot at Sarajevo, but that day when the supreme court of a people devoted to economic individualism declared constitutional the principle of a graduated income tax and in so doing sounded the death knell of unregulated freedom in the pursuit of economic gain as a life purpose. We are becoming increasingly aware of the staggering significance of that act, I think—of the fact that it rang the curtain down on an era in human history and repolarized civilization. Getting, by that act, was doomed as the basic service as might tend toward recreational dependency or toward a weakening expectation of continuing and economically insupportable permanent paternalism in service.

Federal representatives spent hours interpreting the spirit and aims of the government's organized efforts to aid the communities facing relief necessities too great for local and unassisted resources to provide. Both federal and local rep-

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A Children's Christmas Party

By THOMAS W. LANTZ
Superintendent of Public Recreation
Reading, Pa.

"WHAT a delightful affair!" "The best Christmas party for children in years!" These and many other commendable statements were made by children and adults alike last Christmas in Reading, Pennsylvania.

Each year the Department of Public Playgrounds and Recreation of the municipal government invites 1,200 children to a Christmas party held in the spacious City Hall auditorium. The children are selected by the visiting nurses who in turn present each poor child with a free ticket of admission. The tickets are printed by the Recreation Department. In addition to the children selected by the Visiting Nurse Association, children from institutions such as orphanages and correctional institutions are also invited.

The auditorium is decorated for the occasion, as it is the day before Christmas. A large evergreen tree beautifully lighted and decorated with colored balls graces the stage. Other small evergreens, holly and laurel flooded with colored lights from the balcony make the environment most pleasing to the eye.

A master of ceremonies, usually the superintendent of recreation, leads the children in the singing of Yuletide songs. The words and music are flashed upon the screen. A good accompanist aids greatly in enlivening the music. Do the children sing "Hark, the Herald Angels Sing," "O Little Town of Bethlehem" and many other familiar carols? Well, they can't get enough! One surely gets a thrill just to witness this part of the program.

The Mayor is then introduced to the entire group. A few chosen words of greeting from him bring tremendous applause from the happy crowd. Several more carols are sung before the next feature event takes place.

Last Christmas in cooperation with the local Story League we were able to bring "The Red Gate Shadow Puppets" from New York City. The department and the Story League shared the expense which was not exorbitant and yet most worth while. The department had its program in the morning while the Story League held its own party for members, friends and their children exclusively.

Mr. Lantz, Superintendent of Public Recreation in Reading, Pa., tells in this article how the recreation authorities in that city cooperate with local agencies and institutions in providing a Merry Chrstmas for the less fortunate Reading children.

"The Red Gate Shadow Puppets" were without doubt the most artistic and most successful presentation we have ever experienced. The shadow play is an ancient art and dates back to 121 B. C. in the Court of an Emperor of China. It was presented from behind a translucent screen with figures delicately carved from donkey skin parchment and colored with transparent lacquers. "The Red Gate Shadow Puppets" have brought the authentic figures from China and endeavor to retain all the artistic charm of the Orient in their presentations. The program in Reading was accompanied by special music arranged to carry out the atmosphere in terms all could appreciate. The three artists, two to operate the puppets and one to create the music and sounds, have a large repertoire of plays. Three plays were presented before the children, namely, a "Christmas Tableau," a Chinese New Year's number, "The Feast of the Lanterns," and a story, "The Legend of the Willow Plate." The whole feature was exceedingly fresh and delicate. The artists have managed to preserve so much of the naive and quaint quality of the primitive puppets and create such a perfect illusion of authentic Chinese atmosphere that the program had value far beyond that of mere entertainment. Every puppet, gracefully carved and beautifully colored, danced and acted against a silver screen to the accompaniment of choice music, much to the thorough enjoyment of the children.

Dear old Santa Claus is not forgotten. To climax the party, the children sing "Jingle Bells" and a real Santa walks upon the stage with his pack loaded with oranges and candy. Santa is given a rousing reception and then actually talks to the poor children and orphans. Finally "Silent Night" is sung very quietly in a semi-dark auditorium with

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The Recreation Executives Discuss Vital Problems

A Digest of the Recreation Executives' Meetings at Washington, D. C.

THE topics for discussion at the recreation executives' meetings were grouped under three headings: 1. Cooperation; 2. The Present Emergency; 3. General and Technical Problems.

Much interest was expressed in the various questions relating to cooperative thinking, planning and action on the part of local agencies in the recreation and leisure time field. The first morning session, which was devoted to a consideration of this problem, was presided over by Tam Deering, Superintendent of Recreation in Cincinnati, Ohio.

Local Machinery for Cooperative Thinking, Planning and Action

Evidence that local recreation executives are increasingly conscious of the value of cooperating with other local agencies in the leisure time field and are actively participating in cooperative efforts was indicated from the reports submitted by a number of workers. Thomas W. Lantz, Superintendent of Recreation in Reading, Pennsylvania, introduced the discussion of this question. He reported on the Leisure Time Division of the Council of Social Agencies in that city. Through this Division, the Superintendent of Recreation has an opportunity to plan cooperatively with the other local agencies. Among the functions of the Division are: Analyzing the jobs of the various agencies, investigating unmet needs, planning neighborhood recreation service, considering problems of boys and girls, conducting training courses, planning for summer camps and day camps, developing leisure time opportunities for youth and unemployed, promoting play in the home and in the churches. Other projects undertaken by the Division have been the preparation of a spot map of the children reached by different agencies and conducting a study of juvenile delinquency.

Among the accomplishments of the Council of Social Agencies have been the arrangement for a study of Reading agencies by a representative of the National Education-Recreation Council, the bringing of several recreation experts to the city for special projects, an increased education of the public to the importance of recreation and the securing of $2,000 from the Community Chest for a new recreation center.

The extent to which Councils of Social Agencies are taking the leadership in creating local machinery for cooperative planning and action in the recreation field was further indicated by reports from several other cities. In Washington, D. C., the Council employs a recreation secretary whose task is to promote cooperation among the agencies dealing with the leisure time problem. In Houston, Texas, the Council, although in an embryonic stage, has a clearing committee whose purpose is to obtain desirable cooperation among the local groups. It was reported that the Houston Recreation Department has received much help from the Council in the securing of needed facilities. The Council also has a committee for keeping in touch with the services of all the group work agencies. Cooperation with the City Recreation Department on the part of the Council of Social Agencies and the Community Fund in St. Paul, Minnesota, was also reported.

In emphasizing the

Following the usual custom, the morning and afternoon prior to the opening session of the Recreation Congress were devoted to a meeting of recreation executives. Participation in the discussion was limited to chief executives of community-wide recreation systems although others were cordially invited to attend. In presenting various questions for discussion, speakers were limited to five minutes each.

A remarkable record in cooperation was made at this meeting. Twenty-seven individuals had promised to help with the program and not a single one failed to be present. The General Chairman for the entire meeting was Charles E. Reed, Manager of the Field Department of the National Recreation Association.

necessity for cooperation, Mr. Deering stated: "It has become clear within the last two years that rugged individualism is now giving way to cooperative effort and recreation executives are no more immune than industrial and labor leaders. They must develop a new technique of cooperative effort. No longer does cooperation mean a single file with the recreation department at the head but a circle within which we all come together."

"In dealing with adult education we must regard the school not as a place where classes are taught but as the center of community life, reflecting the community's interests in music, art, the drama, and current affairs as well as in what we have been accustomed to think of as education."— ***Robert M. Hutchins,*** **President, University of Chicago, in address before the National Education Association, June 1934.**

Two methods of securing joint planning for recreation in Oakland, California, were reported. One is through the organization of former recreation board members into a leisure time group to which have been added a number of people who have a special interest in recreation. The group meets each month for a discussion of recreation problems. The other method is through a council of representatives from different agencies concerned about or dealing with such specific problems as juvenile delinquency.

The need for cooperation was illustrated by experiences reported from two or three cities. In a southern city, for example, the need for a boys' club was being considered. The city had a suitable building but no funds to operate it. One local private agency agreed to supply the equipment and leadership. When plans for the project were nearly completed, the Council of Social Agencies protested that the project fell within the field of two other existing private agencies. It was clear that had there been the machinery for a thorough discussion of the problem in the beginning, serious differences and difficulties might have been prevented. Another instance was cited of a difference of opinion between municipal playground and school authorities, showing a fundamental need for better understanding between the two local boards.

Utilizing Schoolhouses and Facilities for Community Recreation

It was agreed that recreation systems should do more than is now being done in the utilization of schoolhouses and facilities for community recreation. Reports from a number of cities indicated, however, that much progress has been made in securing cooperation to this end. Miss Ruth Swezey, Executive Director, Playground and Recreation Association of Wyoming Valley, Wilkes-Barre, Pennsylvania, pointed out the necessity for cooperation between recreation and school authorities and emphasized the importance of showing school officials that recreation workers are not merely athletic directors. In Wilkes-Barre the Recreation Director is on the Emergency Education Committee and directs the adult education as well as the recreation program.

Reports indicated close cooperation between recreation and school boards in other cities where, due to a good understanding between them, facilities are furnished by the Board of Education and leadership by the Recreation Department. There were indications, on the other hand, of a need for a closer relationship in order that school facilities may be used most effectively for community recreation.

Adult Education-Recreation Programs

The purpose of this discussion was to determine to what extent and in what ways public recreation bodies were uniting with adult education groups in sponsoring education-recreation programs for adults. Several instances in which recreation was used in connection with adult education programs were cited by E. Dana Caulkins, Superintendent of Recreation, Westchester County, New York. In a citizenship group which he once taught, class singing was introduced as a form of recreational activity. The recreation director in a Michigan lumber town developed an inclusive adult education program. The workshop program under the Westchester County Recreation Commission has come to include much more than handcraft. Classes in international relations and other subjects commonly thought of as adult education are now offered. In administering the emergency education programs under the supervision of the New York State Department of Education, joint local committees for both recreation and adult education subjects and activities have been found advisable.

Recreation workers have had an active part in the emergency education program carried on in the schools of York, Pa., where educational activities are supervised by school authorities and recrea-

tional activities by the recreation director. In Michigan it was reported that under the Emergency Relief Administration, city recreation departments can initiate adult recreation programs. The schools are responsible for definite adult education classes but other activities which have a recreation viewpoint are under the recreation department. Two members of the school staff and two from the recreation department determine under which classification a specific activity belongs. The viewpoint of the members of the class, as to whether the activity is vocational or avocational, largely determines the classification.

There was considerable discussion as to the distinction between recreation and adult education. In Cleveland, Ohio, for the past ten years the Board of Education has made the distinction that if work is being done for credit, it is adult education, whereas if it is being done for interest alone with no credit concerned, it is recreation. "The time has come to draw a line between academic education and recreation," said V. K. Brown of Chicago. "Recreation is an exploratory, adventurous thing and the recreation agency should not assume too much that will give a color of academic education to recreation and establish an expectancy for support by educational institutions."

The chairman asked for a show of hands as to the number of cities represented which had adult education groups. Many hands were raised. Few hands were raised, however, in answer to the question as to how many had taken steps to coordinate the recreation and adult education programs.

Cooperation with City and Regional Planning Commissions

A number of principles to be followed in establishing cooperative relationships with planning groups were outlined by Raymond W. Robertson, Superintendent of Recreation, Oakland, California. Among them are:

1. Relationships in cooperation are dependent upon our attitude. We must establish a personal relationship. Sometimes criticism of a city planning committee for failure to cooperate is merely an excuse for our own shortcoming.

2. It is important to have a fairly definite plan to submit to or discuss with city planning authorities. Often we approach them with only a vague understanding of the problem.

3. It is important to share ideas. Reference was made to the helpful relationships established between recreation and city planning authorities as a result of the discussions of city planning problems at district conferences.

4. Two-way cooperation is essential. We must not be dictatorial but rather realize that we have a great deal to learn from planning groups.

5. Because each community is a separate unit with peculiar problems, local conditions must be taken into consideration. In Los Angeles various city and county recreation departments are represented on a planning committee.

Excellent cooperation with planning authorities, resulting in definite benefits to city recreation departments, was reported in other cities.

Public versus Private Recreation

The division of responsibility for developing recreation between public and private agencies was discussed by W. Duncan Russell, General Director of Community Service, Boston, Massachusetts. Speaking as the executive of a private organization, Mr. Russell expressed the opinion that any private recreation executive who thinks he is ordained to run public recreation ought to be "thrown out." His objective should rather be to arouse the community to the need for public recreation just as for public education. The private agency should be allowed to take over certain responsibility where the public body is weak, and through private efforts to initiate and develop public support. Likewise it should temporarily take over public facilities where public finances cannot make provision for leadership.

At the present time in many cities drama, music, the fine arts and other activities do not have sufficient support to enable the public agency to provide an adequate program. The private agency can demonstrate the value of these activities by using public facilities and thereby building up support for them as a part of the public program. Provision for mass activities is responsibility of the public rather than of the private agency. The latter must be the proving ground for new activities, according to Mr. Russell. "It can serve as the college into which the public agency graduates the persons who desire more individual work."

The Present Emergency

Problems arising out of the present emergency provided the subject for discussion during the second morning session. Benefits resulting to

local recreation service through improved and increased facilities and through the initiation of new activities and programs were reported from a number of cities. Problems in the use of relief workers on construction and maintenance projects, as well as in positions of recreation leadership, were presented and discussed. Effects of emergency measures upon regular personnel, budgets and programs were cited and changes which should be made in municipal recreation services were outlined.

Representatives of the Federal Emergency Relief Administration were present during the presentation and discussion of these questions by local recreation executives. Called upon to answer a number of the questions which had been raised and to outline the policies governing the use of relief funds for recreation projects, they made a contribution which was of tremendous value to the recreation workers. In fact, so interested was the group in the subject under discussion, that it was voted to devote the early part of the afternoon session to a continued consideration of emergency problems.

Recreation Benefits from the Emergency

Reports from a number of cities indicated that local recreation services have gained greatly as a result of the present emergency. Clarence E. Brewer of Detroit told how in that city last year approximately $530,000 had been made available from relief funds for labor on recreation projects and $100,000 additional for materials. Cincinnati has also benefited, the acreage under the Recreation Commission in that city having been increased from 350 to 1,000 acres during the depression years. Materials for developing and improving these areas were obtained from the city through a $250,000 bond fund. Although the value of the land acquired and developed has not been estimated, the value of the improvements is not less than $1,000,000. In New York City since January 1, 1934, there have been opened 26 new playgrounds, work on which has been largely done through the use of relief labor. In Birmingham, Alabama, the facilities in the city's parks have been trebled during the depression, the C. W. A. having proved "a gift from Heaven."

Not only in the improvement and extension of facilities but also in the carrying out of new programs and activities has the emergency contributed largely in a number of cities. Louis C. Schroeder of New York City reported that approximately 2,000 workers are engaged in recreational leadership projects under the Works Division of the Department of Public Welfare of that city. Some 300 of these are working in the schools, 500 in the parks, 800 in welfare organizations, 400 in street play projects and others in day camps. One of the projects which has proved most useful was the street play program which was conducted in areas of high delinquency and which for the first time brought recreational activities near a large number of people. It was reported that approximately 6,000 "white collar" workers are being used in New York City in music, drama, arts and various other forms of recreational activity. In Cincinnati as many as 220 people from relief rolls have served as recreation leaders without any curtailment of the regular personnel. In Birmingham, Alabama, the program this last year was doubled, due primarily to the increased personnel from relief rolls. San Francisco, Chicago, Pittsburgh and a number of other cities likewise reported effective use of relief workers as recreation leaders.

An indirect benefit to public recreation departments growing out of the emergency was suggested by Charles W. Davis, of Berkeley, California. He pointed out that the careful scrutiny of city budgets during the last few years has given recreation authorities an opportunity to inform the public as to the service they are rendering. Analyses of costs have indicated how cheap public recreation is, compared with other public services. Opposition to appropriations for recreation has given an opportunity for demonstrating to the people the value of this service.

In the same connection

"Above all else interest was keen in all the various ramifications of the relief question—how to develop projects for recreational areas and facilities and especially for recreational leadership; how to secure continuity of leadership; how to secure and train the best of the available personnel on relief for recreational leadership; how to fit in to normal recreational organization so that it may endure the great service now being rendered to public recreation through relief. It was questions of these kinds that commanded the real interest and enthusiasm of the superintendents, and the experience of the different cities in all these various questions was eagerly absorbed."

Miss Josephine D. Randall, Superintendent of Recreation, San Francisco, California, presided at the meeting at which *The Present Emergency* was the topic for discussion.

C. R. Wood of Durham, North Carolina, pointed out that in cities where the recreation executives have done a good job and have wisely interpreted their service there has been no question about maintaining it. According to the ability of the recreation executive to interpret his program, especially during the emergency, the city has benefited.

The opportunity which present conditions afford for trying out new experiments was emphasized by several speakers. For many years opportunities for experimentation have been needed and now that we have large numbers of supplementary leaders they provide a means for carrying out experimental projects.

Problems in Use of Emergency Workers

The most serious difficulty reported in connection with the use of emergency workers was due to the inadequate training, experience and personality of many of the individuals who are available for and assigned to recreation leadership projects. Little difficulty was reported in securing persons for construction and maintenance projects but the opinion was expressed by several workers that the service rendered by many relief recreation leaders has a very limited value. The opinion was expressed that if recreation departments had greater freedom in selecting persons from relief lists, part of this difficulty might be eliminated.

On the other hand, reports were received from cities where the executives have considerable freedom of choice and where persons assigned for recreation leadership from relief rolls have, after a period of training, rendered highly satisfactory service. There was general agreement that recreation departments should take advantage of every opportunity to secure workers and give them as intensive training and careful supervision as possible in order that they might render satisfactory service. Special training institutes and courses were reported in many cities.

The problem of securing adequate supervision, especially of persons on leadership projects, was also reported. Several workers who indicated their experience in securing supervisory service stated that it had been possible to secure competent workers in sufficient numbers to assure reasonable success of projects. In New York City, for example, there is a staff of 55 or more supervisors, all of whom have had special training in the physical education or recreation field. Salaries of these supervisors are $30 a week for an assistant project supervisor, $33 per week for a specialist or instructor, and $36 per week for a supervisor in charge of a project. In San Francisco a director is paid $35 a week, an assistant director $30 a week, and other members of the staff $25 a week. In this city the placement bureau of the relief administration selects persons for service with the recreation department which talks with the leaders, questions them about their special training, interests and experience and assigns them to the particular work for which they are fitted. Very few have had to be sent back to the relief office.

In general, reports indicated that the local relief administrations appreciate the value of recreation leadership projects and have cooperated in assigning workers for them. Some of the smaller communities, however, have apparently not had the same experience. At least two executives in small cities stated that the relief administration is in the hands of engineers who are only interested in construction and development projects.

In some cities a very serious handicap to the planning of recreation projects involving relief leadership has been the delay in securing approval by the local relief administration. On the other hand, the experience in other cities has been that the relief agency has itself approached the recreation authorities, requesting them to carry out projects which would make use of recreation leaders on the relief lists. In Birmingham, Alabama, for example, the Park and Recreation Board was recently reminded that its project was nearing completion and it was suggested that another project be submitted in order that as soon as the present project expires another one might be gotten under way without delay. The Chicago Board of Education was requested by the relief authorities to supervise a project for the use of recreation leaders on the school playgrounds during the summer months, activities to be confined to young children up to eight years of age. Trained kindergarten teachers and recreation workers were made available as leaders for the project. When school opened in the fall the Board of Education was asked to continue the program during the fall and winter months.

Other difficulties which were mentioned as having been encountered but which received little or no discussion were: Lack of uniformity in policy and procedure between different states in the administration of relief funds; inequality of

pay between different types of relief workers; difficulty of maintaining morale among workmen engaged in maintenance projects and especially among trained personnel, such as engineers, engaged in such projects; inability to plan ahead for the effective use of relief workers, due to the lack of continuity in projects and failure to approve plans which would make it possible for partially trained personnel to continue giving recreation leadership service; inability to secure the assignment of competent planning personnel to make sure that the best available areas are acquired and developed for recreation use; difficulty in securing funds with which to purchase materials essential to the carrying on of work projects.

The representatives of the Federal Emergency Relief Administration who were present at the executives' meeting were Arthur Goldschmidt, Acting Director of Professional Projects, and Miss Chloe Owings, Assistant Director of Women's Work. The statement of F. E. R. A. policies and procedures which appears in the report of the meeting is based largely on remarks made by Mr. Goldschmidt.

In commenting on the attendance of the F. E. R. A. workers, one delegate stated: "Their clear-headedness and sympathy in answering the questions of the executives as to the federal attitude on all these various problems were especially appreciated. It was a happy experience, for evidence was conclusive that the federal administration did appreciate the great value in recreation, did greatly favor all kinds of recreational projects, did wish to use all possible influence with the ultimately responsible local and state administrators so that the problems of project presentation, continuity of project, and selection of personnel could be successfully and happily worked out."

F. E. R. A. Workers State Relief Policies and Procedures

The presentation by the recreation executives of problems arising from the use of emergency funds and also of their experiences with work programs was followed by a statement of principles and policies adopted by the Federal Emergency Relief Administration. Many practical suggestions were offered as to ways in which local recreation authorities might benefit most from the opportunities offered by the present emergency, especially through the use of relief funds and workers. This presentation proved of tremendous interest and value to the recreation executives and the opportunities for free discussion and the raising of questions did a great deal to clarify their understanding of the situation. It also provided an opportunity for presenting to the federal representatives some of the problems facing local leaders.

The outstanding principles and procedures discussed by the representatives of the F. E. R. A. may be summarized as follows:

The first concern of the F. E. R. A. is to take care of the people who are on the relief rolls—to put people to work. All of the problems and difficulties with which recreation executives have been confronted must be considered in the light of the fact that the job is primarily and essentially a relief job. Jobs cannot be created for non-employed people but only for those actually in need of relief.

The displacement of regular employees by relief workers is definitely disapproved by the relief administration. A city cannot drop workers from regular jobs and expect to have them put back on their jobs as relief workers. This principle should be welcomed by recreation executives because otherwise cities would cut their recreation budgets by eliminating salaries of workers, with the result that later on there would be the necessity of building up again city support for the recreation program. To shift persons from regular jobs in order to give their places to relief workers merely adds to the relief problem.

The approval of work projects is a local responsibility. This is fortunate inasmuch as centralization at Washington of approval for all projects would be well-nigh impossible. To attempt to review so many projects adequately would cause delays which would greatly interfere with the social usefulness of the projects. The only types of projects for which federal approval must be secured are those of a statistical or survey nature. The reason for this ruling is the desirability of having a national clearing house for information on projects involving research. It was repeatedly emphasized that local and state relief authorities, and not the federal administration, are responsible for the approval of work projects.

How to Submit a Relief Project

Practical suggestions were given as to the procedure necessary in submitting projects for appoval. It was pointed out that only public officials should apply because relief money is not available to private agencies.

The first step in submitting a project is to consult the local administrator. All requests for help

should be submitted in terms of a definite project. Requests for personnel needed in connection with the regular recreation department program should not be submitted but only those for a specific piece of work not already being done. On application to the local relief director, a form is secured which must be filled out completely and accurately. The relief administration is supposed to provide only labor but sometimes the local administrator will assist agencies in finding needed materials elsewhere. His job is to use relief funds for paying unemployed. Once a project is approved, the people required to carry it out are sent to the department requesting it.

The fact was emphasized that workers are sent to a department on approval. The department has the right to either accept or reject the personnel sent. If they are accepted and put to work but fail to make good, they may be returned to the relief office. The available relief personnel varies considerably from one city to another. In Los Angeles County, for example, the "white collar" relief load is very high, with the result that many persons competent to serve on recreation projects are available there.

Repeated emphasis was placed upon social usefulness as a desirable asset of a project which is submitted for approval. The greater the degree to which it is likely to be socially useful, the more likely it is to secure widespread popular approval. In considering several projects, the ones which offer the greatest degree of usefulness to the community are likely to be selected.

The employment of supervisors in connection with work projects was discussed at considerable length. Non-relief people can be used for positions as supervisors in connection with relief projects only as their employment makes it possible to use other people on relief for projects that are socially useful. In this respect supervisors are like cement, tools and other necessary materials.

The difference between cities in the degree of supervision provided is due in a large measure to the extent to which the city shares with the federal authorities in providing relief funds. The latitude allowed a municipality in this respect depends somewhat on the amount of money contributed by the local community and the state. "I myself would hesitate placing a full-time pay, non-relief supervisor on a job that didn't employ quite a number of relief people. My own mental picture is that somewhere less than ten per cent of the total cost of the project should go into other than relief channels."

The delay in securing approval of projects is often due to the great amount of desirable things to be done. The demands for relief money are far in excess of the supply. Often one project cannot be approved until some others are completed. The administrator has a huge task of selecting from the great mass of new applications those which most merit approval. Projects submitted should be so specific as to make their approval a matter of routine without additional checking. Relief officials would welcome the opportunity of doing everything that everybody wants done but with the multiplicity of projects under consideration this is entirely out of the question.

The problem of securing continuity of projects is a part of the same problem and is a difficult one. It is often impossible to anticipate needs and the ability to meet them. Extensions of projects are often delayed because other commitments require all available funds and it is only possible to continue projects when, because others are completed, funds are available with which to continue them.

Localities Must Share Responsibility

The importance of cooperation on the part of states and cities in sharing the relief burden was repeatedly emphasized. Federal funds are not able to carry the entire load. Frequently approval of local projects hinges in part on the disposition of the city to help put up money, materials and supervision—in other words, to go part way in making the project possible.

"This insistence upon state and local participation in funds is something we can't speak too strongly about; the amount of money available for unemployment relief through federal sources is nowhere near enough nor has it been since we began this show for the proper care of unemployment in this country. A community that is willing to put money into this show can go a lot farther than a community that depends entirely upon federal aid. When we say that there is a different picture in one community as against another, we have got to look at the whole picture and the whole picture includes the financing of the work project."

The maximum hours of employment for relief workers are definitely fixed by the federal administration. Manual workers may not be used more

than 24 hours per week and professional, technical and clerical workers not more than 35 hours per week. Recreation executives must assume that people who are to be assigned them are not going to be available for regular full-time use. Many people only work three days a week, so if full-time service is needed executives should ask for twice as many workers. Various adjustments can be made in local assignments in order to meet special needs. For example, persons may be assigned on a monthly rather than a daily or weekly basis. The matter of specific hours can frequently be arranged within the regulations established as to the total number of hours. An example of adjusting hours to special needs was cited in the case of symphony orchestra players who are credited not only with the time spent at concerts but also at rehearsals. Obviously their schedule of hours is subject to considerable adjustment.

Local Assignment Service Being Organized

A promise of help in solving the problem of selecting suitable personnel for positions involving recreation leadership was offered. Relief authorities are anxious to have persons with special abilities on the relief rolls utilized to the best advantage. To this end they are anxious to make available the best qualified persons for use in recreation departments. The F. E. R. A. is attempting to inaugurate an assignment service in the local administrations that will enable persons to be employed on work they are fitted to do. This is a big problem because there are a million and a half people on work relief throughout the country at the present time. The administration is attempting not only to put these persons to work but to maintain their skills which are a natural resource in this country just as our forests and our soil. Even the inclinations of relief persons should be kept for such a time as they may find usefulness in the ordinary channels of affairs.

In discussing the approval of local projects involving planning, it was pointed out that relief persons may be employed on all sorts of projects whether for planning a program or for actually going out and building baseball diamonds or whatever else. It doesn't make any difference to the federal government so long as the people who are capable of doing the work and eligible for relief are employed on these projects. The relief administrations in a number of cities and in some states are giving additional staffs to planning boards for planning the whole development of the community or the area. Relief engineers are working on projects under the supervision of local and state planning boards for all types of planning. "You can get relief people to make a survey of recreational needs and after the survey has been made and your experts have decided recreational needs are here and there, you can get other relief persons for planning the facilities and then get other relief persons for building the facilities and finally relief persons for staffing the facilities in recreational direction and support."

"If your friends and my friends and your neighbors and mine, who through no fault of their own have been without work, some for months and others for years, could have that encouragement and that warmth and feeling of still belonging that comes so vividly and so reassuringly from actual human contact, we could change the complexion of relief in this country over night."—*John Colt.*

The Emergency—An Opportunity and a Responsibility

Many valuable comments and suggestions were offered in the course of the discussion of emergency problems. Repeatedly it was urged that recreation executives have a responsibility to cooperate whole-heartedly with the relief authorities. "There is an emergency. People are out of work and they need food. They need an opportunity to do something that they can do. If they are sent to us and can't do these things, we should keep them and place them in positions where they will do us the most good."

The necessity of maintaining standards in the quality of recreation service was also widely recognized. "We have an obligation as leaders in communities where recreation is a governmental function to maintain a certain standard, and the public looks to us, having developed a program, as responsible to them for maintaining that standard."

In the opinion of Grant D. Brandon of Lancaster, Pennsylvania, recreation executives should be fearful of standing in the way of evolution or of trying to block progress. If they do so, they are likely to be annihilated. He urged that executives should not conscientiously turn down any leadership that can possibly be used. If workers are doing their job effectively they need not fear that emergency workers will take their jobs away from them. "If relief labor should supplant

existing paid leadership, it is the latter's own misfortune and to a large extent its own fault."

A warning note was sounded by V. K. Brown of Chicago, who urged that caution should be observed in the assignment of relief leaders. He pointed out that we should work towards community self-sufficiency in its leisure and that there is at present a danger of overmanning facilities and programs now that it is so easy to secure relief personnel for such service. "I believe that we have made some mistakes in overmanning our situations so as to produce recreational dependence, just as an unwise provision of economic support is likely to produce economic dependence."

"I believe we will all agree there is no answer to universal leisure in a program which builds an expectancy and habit into our community of requiring a personal servant to do the work for every activity that is undertaken. Society cannot permanently build its leisure activities on that basis, and I believe our plans should be rather carefully considered to see what the ultimate effect on our community is of the things that we do."

"I see in this country a new age of pioneering, so much more glorious than that of the old age that there is no comparison, and it is a pioneering that is instinct with greater human riches than anything we have heard of before. It is a pioneering in human relationships, and in that pioneering the surface has just been scratched."—*John Colt.*

Looking Toward the Future

The question as to the types of projects which should be considered for the immediate future was discussed by Raymond W. Robertson of Oakland. He visualizes the present crisis as a challenge, a time of adjustment, but if executives are competent to meet the situation, they have nothing to fear. If they are not prepared, they must step aside to make room for others. The following changes observed by Mr. Robertson, affecting chiefly adults, indicate future trends. Tennis courts, game courts and other play areas are being increasingly lighted for night use, thereby extending hours of service. Batteries of courts are being developed instead of single facilities, in order to care for larger numbers. Major recreation areas are being developed, serving entire families. More facilities are being provided for hiking, skiing, camping, dramatics, music, arts, literature, crafts and clubs. More should be done in the way of social recreation leadership and in adult recreation to help people have a good time in their own way. Information service regarding facilities and programs should be increasingly emphasized. Training is more important than ever before, since the relief group needs a great deal of training for recreation service and the regular workers also need it in order to be prepared to meet changing conditions.

Mr. Robertson believes recreation executives should mix more in community life. In addition to doing their job, they should join groups, attend meetings and mingle with community affairs in order to better know what the people are thinking and desiring and also to better coordinate the various recreation services of public and private agencies.

The afternoon sessions were devoted to a discussion of a number of general and technical questions, many of which have been considered in previous meetings. Attendance was high and many executives contributed to the discussion, but it was evident that problems involving cooperation and those growing out of the present emergency situation were commanding a much higher degree of interest than some of the topics which were discussed during the afternoon sessions which were presided over by James V. Mulholland of New York City, and K. Mark Cowen of Roanoke, Virginia, respectively.

The Value of Influential Lay Groups

Questions relating to the methods used by executives in successfully developing stronger lay support for their program and as to the values of an advisory recreation council in maintaining community interest in recreation developments were discussed by Karl Raymond of Minneapolis. He pointed out that Minneapolis always thought that under its Park Board it had an ideal set-up for recreation. There had never been any serious political interference with the program. During the first two years of the depression no cut was made in the budget but in the third year the recreation program was cut 62% as compared with a 30% or 35% cut for other public services. The fact that this severe cut was due in part to personal disagreement between two individuals did not lessen the seriousness of the situation.

Minneapolis had never had a citizens' organiza-

tion to back up the local recreation authorities who felt self-satisfied to the extent that they failed to realize the need for a special supporting group. They realized when their budget was cut, however, that the people were not aware of what was going on. People were unable to understand why their demands for additional service were not met by the department. This indicated a weakness in that the authorities had been so busy with the program that they had given no thought to building up public support. The Park Board itself believed in recreation but did not feel that it was of equal importance to other sections of the park service.

As a result of the situation, a Recreation Association has been created in Minneapolis. No professional recreation workers are members but it includes influential and outstanding citizens who recognize the importance of recreation. This group is now strongly organized and recently presented effectively before the city finance board the need for a more adequate recreation appropriation.

The value of lay groups to recreation authorities has been demonstrated in Cleveland. Civic organizations, parent-teacher associations, churches and other groups in that city have been interested in the school centers with the result that they have been ready to support the work. These groups are taken into the centers where they see the activities, the benefits received and the joy of the people served. Before a new center is opened, groups in the neighborhood are invited to make suggestions as to the program, to support it and to bring it to the attention of their people. Members of the Board of Education are also invited to visit centers, to witness special celebrations and to take part in classes. Two members of the Board of Education became interested in and joined an old-time dance group. As a result, when the budget crisis arrived, these two members, appreciating the value of the activities, made a strong appeal for the recreation center appropriation and a cut was avoided. An inter-community center council representing the various centers has also proved an effective means of maintaining a community interest in recreation.

Special Problems Requiring Study and Research

Although most recreation workers are now chiefly concerned with immediate problems relating to personnel, finance and programs, it was evident that additional information based on special studies and research would be exceedingly useful in the solution of many of these problems. Miss Corinne Fonde of Houston, Texas, suggested that the following fields require special study:

1. How to keep the staff happy, though underpaid.
2. How to secure training for recreational leadership in local colleges and normal schools, when future leadership cannot afford to seek it afar.
3. How to "get through" relief projects.
4. How to make the most of relief workers in view of the greatly reduced supervisory staff and limited materials.
5. How to grasp opportunities which the present situation affords to develop municipal camps.
6. How to develop stronger lay support.
7. How to find the time necessary to effect possible coordination with other agencies.
8. How to care for certain individuals who fall in the "no man's land" between the case work and the group work agencies.
9. How to conduct community recreation centers.
10. How to develop F. E. R. A. projects involving higher skills.

Miss Fonde mentioned that the executives look to the National Recreation Association for leadership and assistance in this field and welcome reports of studies. It was suggested that recreation developments in other countries afforded a promising field for research at the present time.

Standardization of Recreation Activities

V. K. Brown of Chicago opened the discussion of the question, "Is it time for recreation leaders to list a series of activities that should be made fairly general and yet leave room for individuality and change? What are such activities?"

In Mr. Brown's opinion this is primarily a local problem. If the recreation department has adequate minimum standards and thoroughly competent leaders, it may not be necessary to make such a list. Employees in public recreation, however, are often surrounded by an atmosphere of relaxation and they must be kept from its deaden-

ing influence. In the South Park System it was necessary at one time, in view of the rather unsatisfactory staff, to outline a definite uniform program to be carried out in order to overcome the lack of initiative and to make sure that there was a minimum of variety in the program. Employees are now authorized, however, to specialize and the standardized program has been somewhat relaxed. In Mr. Brown's opinion minimum requirements in the way of prescribed activities to be carried on are necessary in all but the very best departments.

Changing conditions require constant variations in program content. Old programs have been rendered obsolete by the new conditions under which instead of idle hours people now have idle half days. People will do a wider variety of things and they will do them more intensively than they have heretofore. The criteria of any list of activities are that it must be balanced, that it must include the basic fields, such as the physical, the recreative, the music, the dramatic, the crafts, and also the fields of the intellectual, the exploratory and the altruistic. Also, such a list must be seasonally varied. It must encourage specialization and answer the questions as to its values in discipline, self-control and the development of proficiencies.

An activity which has proved exceedingly worth while and popular in Reading, Pennsylvania, and which it was suggested might well be carried on in other cities has been a series of illustrated lectures by nature specialists, conservation leaders and world travelers. A large number of the persons who have contributed to this feature have been residents of the city.

Inter-Playground Activities and City-Wide Events

The questions, "What are the inter-playground activities which have proved best through the years?" and "What is the best program for city-wide events in a recreation system?" elicited considerable discussion and seemed to be very closely related in the minds of the executives who took part. In introducing the first question, Miss Sophie Fishback of Lakewood, Ohio, pointed out that competition was an important factor in determining the answer. Different local conditions and experiences influence the decision which should be reached by an individual city. In Lakewood inter-playground drama tournaments and inter-playground competition in handcraft have been discontinued from the program. Soft ball competition between playgrounds, on the other hand, has proved satisfactory, though special attention must be paid to age classifications and to the appointment of neutral officials. An annual inter-playground track meet and a gymnasium meet have also proved satisfactory in Lakewood.

A. E. Genter of Pontiac, Michigan, in discussing city-wide events, raised a number of questions such as whether city-wide events were valuable, who should participate, whether such events should be conducted only by public departments or jointly by public and private agencies, what age groups should take part, and whether the values and publicity resulting from such events are worth the cost and effort required to conduct them.

The reported local experiences with inter-playground activities and city-wide events were so varied as to suggest that local conditions are an important factor in determining the answers to the questions relating to them. The distance between playgrounds, necessitating the provision of transportation and of adult supervision in the case of children's groups, was mentioned as an important factor in limiting inter-playground activities. In some cities natural neighborhood districts are used as a basis for such activities. Problems of discipline and sportsmanship were cited as a reason for discontinuing them, whereas the values of inter-playground competition in terms of play standards and sportmanship were emphasized as reasons *for* such activities. Athletic competition can be overdone and needs careful direction, but inter-playground competition, even in dramatics, was urged because of its potential values.

"The general impression of the recreation executives' meeting was that an earnest group of competent men and women were thoroughly aware of the changing demands of the new day, were making every effort to participate cooperatively with all the other social forces and especially the new factors among these new forces in an attempt to serve, with all the available community resources, the growing recreational needs of their communities."

The question as to how to meet the contention of municipal officials and others that only local workers, even though not qualified, can be employed for important positions of local leadership in recreation was discussed by Miss Esther Fitzgerald of Utica, New York. Much depends upon the individual city, and to some extent upon

the length of time the program has been established, in determining whether qualified people can be employed from outside the city. People will be brought to realize the importance of qualifications when they have seen qualified people on the job. It has been found valuable to secure the help of parent-teacher associations, service clubs and other citizens' groups in demanding trained recreation leadership. One executive suggested that the argument for the employment of local persons might be met by pointing out that such a ruling applied elsewhere prevents local people from securing employment in other cities.

A definite trend was noted toward the employment of local people as playground leaders and for other subordinate positions. Recreation executives must be prepared to train them for effective service. The problem of adequate training is especially difficult in smaller communities without an experienced executive and it was suggested that larger cities should invite staff workers from smaller nearby communities to participate in their training courses for workers.

Backyards, Neighborhood and Vacant Lots

Present conditions make it highly important that recreation authorities plan a program of expansion and use of all available play spaces, public and private, in the community, in order to adequately provide for the increasing numbers seeking leisure time activity. Further evidence of this need was pointed out by Allen T. Edmunds of Amsterdam, New York. Leisure time needs are expanding while the community provision for leisure time services in some cities is contracting. Equipment, instruction and all facilities connected with sports in city recreation areas are generally inadequate. Restricted financial support from both public and private sources has caused most of the inadequacies, and both public and private agencies have suffered further drastic budget cuts which have resulted in the further curtailment of services and in the overwork of personnel.

Following are some of the methods suggested by Mr. Edmunds in securing more effective use of backyards: Educational campaigns, utilizing all forms of publicity; preparation of bulletins on backyard games; designing plans for homemade apparatus; conducting poster contests in the schools; using the relief workers for service in home recreation; conducting short institutes for parents; and backyard playground contests.

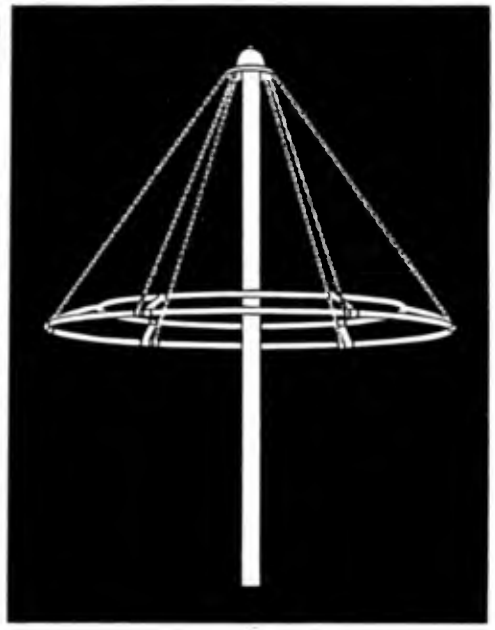
Emphasis was laid upon the importance of making plans to assure adequate and proper provision for needed recreation areas. Such planning involves the cooperation of city planning agencies, boards of education, housing authorities, parent-teacher associations, churches and other agencies. Since the acquisition and development of such areas and facilities involve considerable expenditure, it was pointed out that the general education of the public on the need for them is of primary importance and also on the need for trained, competent and continuous leadership of a high character.

Fees and Charges

Considerable interest was evidenced in the questions relating to methods of meeting the demand for larger income through additional fees and charges and the possible results from such a policy. "There is much truth in the saying that what is free does not have the value that comes when one has made a sacrifice. We are getting too many things free," said E. K. Thomas of Providence, Rhode Island. In his opinion areas and facilities should be provided from government funds but the operation of these facilities should be met to a considerable extent through fees and charges for their use. Special services should be paid for by those who receive them. Not alone does Mr. Thomas believe that this principle applies to the field of recreation but he expressed the opinion that even education beyond the grammar school might well be paid for by the persons benefited.

Different results from levying fees for the use of facilities were reported. In Detroit, where tennis courts were formerly used without charge, they tried the experiment of charging for the use of the courts. The result was that there was a 70% decrease in the amount of tennis played. In other words, "the amount of money collected was just sufficient to pay the man who sat around to see that people did not play." The advisability of such a procedure at this time when so many citizens are out of work and are unable to pay for their recreation was seriously questioned.

On the other hand, experiences reported in other cities indicated that the charging of moderate fees had not decreased participation and at the same time had made it possible to maintain facilities in good condition. In St. Petersburg, Florida, for example, groups have been organized according to interest, and membership fees vary



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from $3 to $10 per year. Income from these groups not only covers all operating expenses but in some cases has built new facilities. The same results might not be secured in other cities, however, as in St. Petersburg where facilities are used to a large extent by tourists.

The suggestion was made that in cities where facilities are used by large numbers of persons living outside the city, permits might be granted to local residents and charges be levied on the use of facilities by non-residents.

Responsibility for Players' Injuries

James S. Stevens of Greenwich, Connecticut, offered a number of suggestions as to the extent to which recreation departments should be responsible for injuries to players under their supervision. He pointed out that this responsibility depends upon state and local legislation. A recreation executive should find out whether recreation in his city is considered by the courts a governmental or proprietary function. He should secure from the city attorney a definite ruling on the question of the city's responsibility for injuries. The public and also workers in the department should be informed as to the department's legal responsibility in this matter. Reference was made to the valuable information in a report available from the National Recreation Association. (*Governmental and Proprietary Functions.* Price $.50.).

Definite reports should be made of all injuries, indicating the first aid treatment given and the disposition of the case. Such reports should be made available to legal authorities. Regardless of the legal responsibility, recreation departments have a moral responsibility which must not be overlooked. Workers should be impressed with the obligation which rests upon them for preventing accidents. Activities which are too dangerous must be avoided. A definite program for the treatment of injuries is essential. It was pointed out that there is a danger to a recreation department in assuming a moral responsibility in that it may increase the demands made upon it in case of accidents.

Recreation As a Socially Useful Field of Employment

(Continued from page 374)

see, the steady fruition of these high aims and ideals which are so much needed in this country of ours today.

The Art of Abundant Living

(Continued from page 365)

help people to find abundant life, not in anesthetic recreation that opiates fatigue and worry, nor in a superimposed program of routine physical activity, nor in shoddy arts and crafts, nor in musical and dramatic activities that are just time-consuming. Recreational leadership is not, in the future, to be confined to places — to parks or playgrounds or schools or community centers; nor is it to be confied to agencies—to school boards, or park or recreation boards; or to recreation leaders. Only those will be leaders in the recreation movement of the future who can really help men and women and children to find for themselves the interests that will help them to grow, to live and to enjoy—who will bring them into fruitful opportunities for development and for progress in skills, who can make the ideals of excellence in music, in drama, the graphic and plastic arts, games and sports, social relations, enjoyment of nature and all the rest, so winning and so attractive that there shall be constant temptation to move on toward the better and the best, who shall know that in routine and in set programs and in schedules of activity there are, to be sure, sometimes genuine helps, but sometimes only obstacles, and that these are only stepping stones and starting places from which interesting life can begin. The challenge to those who are today in the forefront of what we know as the recreation movement is basic and acute. Can they, in these new days and with the new set of facts today, make the adjustments in organization and service through which age-old human nature can as never before be helped to live abundantly?

Centers for Unemployed in Toledo — The Division of Recreation of Toledo, Ohio, during the past winter has operated two centers for the unemployed. One is in a large building with auditorium and smaller rooms formerly used as a music conservatory, where activities are largely dramatic, including the making of scenery and costumes. Repairs to the building were made through C.W.A.; the Division of Recreation is supplying light, heat and janitor service. Thirteen leaders were furnished by C. W. A. The second center is a former medical school building. Here gymnasium classes, boxing, wrestling, tap dancing and other activities make up the program. A number of C.W. A. workers are providing leadership.

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The Christmas Play for Everyone

(Continued from page 376)

of games appropriate to the occasion. Womans Press. 50¢.

The Pampered Darling by Beatrice McNeil. Six men, two young boys, three women. Excellent for young people of 15 or 16. When Victor Gibbons learns that his two older sisters are going away for Christmas, leaving him behind, he writes a note stating that he has suddenly become deaf and dumb. They are alarmed and shower him with attention. His ills are quickly cured when Janet's fiance, a young medical student, suggests an immediate operation. Walter H. Baker Company. 35¢.

Santa At Sea by Yale and Eldridge. Six principals and extras. Santa meets with an accident and is picked up at sea. A novel cantata for community entertainments or Sunday School. Especially useful when the Christmas tree is featured and small gifts are given to children in the audience. Eldridge Entertainment House. 40¢.

The Christmas Jest by Frances Gillespy Wickes. From twelve to fifteen children may participate, one small boy. Especially recommended for 15 or 16 year old boys and girls. A medieval play in which the king changes places with his jester on Christmas Eve and learns a lesson from the court fool. In A Child's Book of Holiday Plays. The Macmillan Company, 66 Fifth Avenue, New York City. 80¢.

The Snowman by Elsa Beskow. Seven children, one adult. A Swedish Christmas play. The story of a miser and what happened to him when he fell asleep on the doorstep of his neighbor's house. A delightful and authentic atmosphere of Swedish fairy lore distinguishes this play by one of the most noted of Swedish writers. Walter H. Baker Company. 35¢.

Home for the Holidays by A. W. Norton. Twenty-three characters and extras. A community Christmas play with much humor and some pathos. Penn Publishing Company, 925 Filbert Street, Philadelphia. 25¢.

For experienced groups the following plays are recommended:

The Christmas Child Comes In by Katharine Kester. Two acts. Large cast. Old Trail Town resolves not to keep Christmas, as it is an unnecessary expense. But at heart the people want to celebrate and seize on the coming of a child to a neighbor's house as a just cause for celebration. Walter H. Baker Company, 35¢. Royalty $5.00.

The Lighting of the Christmas Tree by Josephine Palmer and Annie L. Thorp. Three men, two women, two little boys. A beautiful legendary play based on the story by Selma Lagerlof. Olga fears to take an old musician, a friend of her husband, into her home because he is a drunkard but learns to value his art and his essentially fine nature. Samuel French, 25 West 45th Street, New York City. 35¢. Royalty $5.00.

A Painting for the Duchess by Marion Holbrook. Four men, six women, six children, extras if desired. Basil, a young painter, defies his patroness, the Duchess, and is saved from ruin by a miracle. When the cruel woman demands the picture he has not painted, the canvas is uncovered and a painting of the Madonna is miraculously revealed. Dramatic Publishing Company. 35¢. No royalty when ten copies are purchased.

Summaries of Discussion Group Meetings

(Continued from page 392)

resentatives came out of those long sessions with clearer understanding of the strategy of the game of team play between the home neighborhoods and their national government agents.

Turning attention then to the techniques of building more effective machinery for harnessing neighborhood effort, the matter of organization of community effort and of deeper local study and strategy was explored. Programs were scrutinized, activities debated, extensions to the home and the home yard were given some attention.

A new motivation of human endeavor—being, doing and thinking—leaped into the ascendant and unconscious of its significance we switched our allegiance from King Croesus to Prophet Aristotle. Where shall this new youth now crowding the wings of our stage find freedom, with the sky the limit? Not in the regimented controls of a career of accumulating wealth of possessions, but rather in a career of accumulating treasure of the spirit. The career of the Edison, the Lindbergh, the Darwin, the Christopher Wren or the Pasteur becomes the new field of the cloth of gold, civilization's new arena of high adventure. We are moving as a people in common rhythm and straightened ranks, toward a new social conquest—a conquest of the art of living.

NOTE: The remaining summaries will appear in the December issue.

A Children's Christmas Party

(Continued from page 393)

only the Christmas tree lighted. The distribution of oranges and candy concludes the program.

A troop of Boy Scouts aids the department and Santa in giving out the oranges and candy. Regretful that the party is over, yet thrilled, the children leave for their respective homes and institutions eagerly awaiting the arrival of the next Christmas season and what the Department of Public Recreation has in store for them.

The whole affair is financed quietly through a letter appeal signed by the President of the Recreation Board and sent to fifty well-to-do citizens. We always receive plenty of money to carry out our plans each year.

NOTE: This is only one type of program suggested for a children's Christmas party. Others may be secured by writing to the author of this article and including 10¢ for postage and mimeographing.

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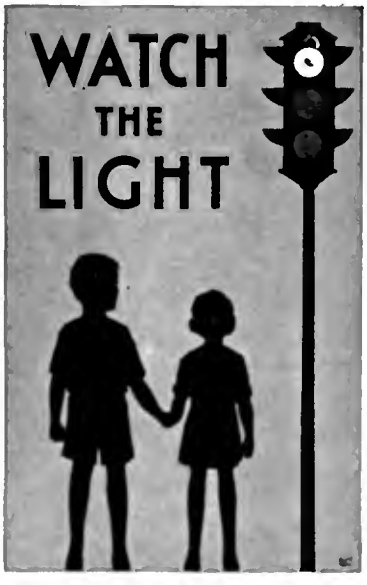
A New Recreation Center in Rayville, Louisiana — The recreation center developed in Rayville, Louisiana, was the seat of the old Richland Parish fair grounds of forty acres which have been purchased by the Richland Parish Public Recreation Department for $2,400 on a self-liquidating basis, interest deferred for three years and payments divided over a twenty year period. The City of Rayville contributed $250 and Richland Parish $500 toward the initial cost of materials. The R. F. C. provided the labor for construction.

Pontiac's Summer Play Program—Attendance at the play program provided by the City Recreation Department during the summer months reached the highest peak since the organization of the department in 1922. During June, July and August a total attendance of 234,924 people was reported at all the activities conducted. This total for the summer months showed an increase of 28% over the entire attendance registered for all of last year. F.E.R.A. funds provided thirty-one leaders, in addition to thirty workers paid from city funds.



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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Epworth Highroad, September 1934

A Moving Day Party, by Lynn Rohrbough

The Journal of Health and Physical Education, September 1934

A New Course on Hobbies—an Editorial

A Report on the National Study of Professional Education in Health and Physical Education, by N. P. Neilson

The Game of American Ball

The Journal of Health and Physical Education, October 1934

American Country Dances from Alabama to Arkansas, collected by Edythe E. Saylor

The Game of Lacrosse, by Joseph Shacter Simball

Faculty Recreation Committee

Physical Education, Health and Recreation Digest, October 1934

A Playground Health Education Program, by Floyd A. Rowe

Adult Education for Leisure, by William W. Biddle

The Responsibility of Public Agencies in Providing for Leisure-Time Activities, by William G. Robinson

Leisure and Small Town Youth, by Ella Gardner

Educational Uses of Play Programs, by Carrol D. Champlin

American Forests, October 1934

The Great Smoky Mountains Park, by Carlos C. Campbell

The American City, October 1934

New Jobs in the Recreation Field—The Springfield Recreation Project, by Elizabeth S. Moquin

A Country Park for City Dwellers—and Others

The National Parent-Teacher Magazine, October 1934

A Party for Hallowe'en, by Sophia Yarnall

Conservation of Recreation, by Catheryne Cooke Gilman

PAMPHLETS

Wisconsin Reading Circle Annual 1934-1935; issued by the State Reading Circle Board, M. H. Jackson, Secretary, State Department of Public Instruction, Madison, Wisconsin

Fifth Annual Report of the Recreation Commission, Amsterdam, New York, 1933

National Negro Health Week Report

National Negro Health News, Volume 2, Number 2, U. S. Public Health Service, Washington, D. C.

Games of Many Lands

A four page mimeographed bulletin issued by the National Council for Prevention of War, 532 Seventeenth Street, N. W., Washington, D. C.

Public Recreation—Oakland, California

A thirty-two page illustrated report of the Board of Playground Directors for 1933-1934

Have You A Set of Guides?

Publications compiled by the RULES AND EDITORIAL COMMITTEE WOMEN'S ATHLETIC SECTION, AMERICAN PHYSICAL EDUCATION ASSOCIATION

Official Playing Rules for Girls' and Women's Sports

		Chairman
Field Hockey and Lacrosse	No. 3B-R	Jane Shurmer, University of Pittsburgh, Pittsburgh, Pa. Betty Cadbury, Germantown, Pennsylvania.
Soccer	No. 116-R	Laura Huelster, University of Illinois, Urbana.
Field Ball		Laura Huelster, University of Illinois, Urbana.
Speed Ball		Dorice Myers, George Washington High School, Los Angeles, Calif.
Basketball and Officials' Rating	No. 121-R	Marie Simes, Notre Dame of Maryland, Baltimore. Marjorie Hillas, Teachers College, Columbia University, N. Y. C.
Water Sports	No. 125-R	Marjorie Camp, University of Iowa, Iowa City.
Winter Sports and Outing Clubs	No. 124-R	Harriet Aull, Smith College, Northampton, Mass.
Baseball	No. 17-R	Margaret Meyer, University of Wisconsin, Madison.
Athletic Handbook Athletic Games	No. 115-R	Theresa Anderson, North High School, Des Moines, Iowa.
Track and Field		Amy Howland, Public Schools, Mount Vernon, N. Y.
Volley Ball		Mora Crossman, Playground Athletic League, Baltimore, Md.

New Committees and Chairmen

(no publications)

Individual Sports Golf, Tennis, Archery	Eleanor Schroeder, Wellesley College, Wellesley.
Motion Pictures	Gladys Palmer, Ohio State University, Columbus.

Order Guides by number from Local Dealers in Athletic Goods or

AMERICAN SPORTS PUBLISHING CO.

105 Nassau Street, New York City

A Swimming Pool for Salem — More than 30,000 people attended the dedication of the mammoth outdoor salt water swimming pool in Salem, Massachusetts, known as the J. C. B. Smith Memorial Swimming Pool. The pool, built on unsightly mud flats, has a water surface across of 9½ acres, and is 700 feet long and 600 feet wide. The average depth of water is 8 feet with a special shallow area for little children. Beneath the 30 foot diving tower and 10 meter diving board the water will have a depth of 18 feet. The ocean is separated from the pool by a dam of sheet steel piling 9½ feet high. On the other three sides it is bounded by beautifully landscaped terraces. Beaches along the retaining wall of the causeway and in front of the spacious bath house provide a large space for spectators and bathers. The pool was constructed at a cost of nearly $300,000 by government funds aided by a bequest from the Smith estate.

New Publications in the Leisure Time Field

Homemade Games

By Arthur H. Lawson. J. B. Lippincott Company, Philadelphia, Pa., $2.00.

"HOMEMADE GAMES" is an especially timely book for these days when we have little money and lots of time to spend. It is the perfect recipe for the father who likes to putter around the cellar workshop with his son, or the crafts teacher who must turn out something useful because his budget is limited, or for the person who wants to make something which is his very own because he has made every bit of it from start to finish.

Skillful drawings show step by step how the games are made and what they look like when they are finished. The games are well selected, including most of the better known games, such as Table Tennis, Paddle Tennis, Shuffleboard, Box Hockey and Tether Ball, as well as such less known games as Buzz Ball, Cockamaroo, Halma and Nine Men's Morris. A number of games have unique adaptations which the author has originated. Exo and Black Diamond are ingenious variations of the well known game of Bull Board. Fortyniner, the object of which is to "stake out your claim before the other fellow beats you to it," is an exciting board game for two players which harks back to the gold-panning days of '49.

The book, which includes directions for building and for playing games for both indoors and outdoors, is distinguished by the clear and informal manner in which it is written. A glossary of wood-workers' terms defines unfamiliar words for the amateur and a well arranged index of games and games equipment adds greatly to its usefulness. There is a foreword by Angelo Patri.

American City Annual—1933-34

Edited by Harlean James. American City Association, 901 Union Trust Building, Washington, D. C., $3.00.

THE FIFTH SUCCESSOR to the initial volume appearing in 1929, this Annual will be of interest to all who are working for the preservation, protection and improvement of the scenic and recreational assets of America. Each year the Annual considers a new range of topics. This year the summary emphasizes the scope of such government enterprises as the Tennessee Valley Authority, the Civilian Conservation Corps, the Public Works Administration and others dealing with physical planning. The outstanding projects of the federal government for the planned utilization of the natural resources of the country are interpreted by experts who are close to administrative centers. Original articles by civic workers, landscape architects, city planners and engineering specialists are grouped under the following heads: The Nation, Regional Planning, In the States and In the Cities and Towns.

"Kit" 37

Edited by Lynn and Katherine Rohrbough. Published by Lynn Rohrbough, Delaware, Ohio. $.25.

"KIT" 37 is a particularly interesting issue devoted to traditional games and puzzle-making. There are, too, equipment notes suggesting some homemade games.

One Act Plays for Women

Selected by A. P. Sanford. Dodd, Mead & Company, New York. $2.50.

THERE HAS LONG been a need for such a compilation as Mr. Sanford has presented in *One Act Plays for Women*. This collection contains more than a dozen one act plays presenting an interesting variety from which to choose. The costuming and scenery in each case are simple and inexpensive.

Easy Blackouts

Fitzgerald Publishing Corporation, New York. $.50.

THIS COLLECTION of short comedy sketches by various authors will help fill the ever present need for skits which are so popular today. Amateur groups of all kinds will find this collection of eighteen sketches exceedingly valuable. Such groups may produce the sketches without payment of royalty provided at least two copies of the printed book have been purchased.

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Adult Life Enrichment

WHAT HAS HAPPENED to the Depression? Has it disappeared? Unfortunately, not yet. There are still several millions of people out of work. Millions of others still have only part-time or occasional employment. The plight of the former remains unsolved or at best only partially solved. Industry, generally speaking, is still "in the woods." Its future is unpredictable. Nevertheless, almost to a man, we nourish great hopes. For we have seen great changes come to pass and we anticipate still greater changes with something more than mere vain expectation. Above all, less and less talk of depression is heard. From Maine to California the American people have ceased to wring their hands and have set to work constructively to solve their problems of life and living.

Has the Depression taught us anything? Entirely aside from the economic lessons learned, I believe that the experiences of the last four years have also taught many moral lessons. As an example, let me tell you the experience of one man I know, more or less in his own words:

"I used to make," he related, "more than one hundred dollars a week. Now I am fortunate if I can average thirty-five. Yet it seems to me that I am fundamentally just as well off. My family and I have been taught to do without many things, really luxuries, which we formerly regarded as necessities. Somehow we don't miss them nearly so much as we thought we should.

"Take the automobile as an example. When I lost my old job, I had to sell my car. This seemed like a real hardship at first but I soon found out how much genuine pleasure and good exercise I had been missing by riding all the while instead of walking. On Sunday afternoons a long motor ride used to be the regular program for my family. Now we walk. Occasionally we take a street car and go off into the country. There we stroll through woods and fields 'standing at ease in Nature' as Whitman says. We could have done this before. The fact remains, we didn't. On the contrary, we hurried along from place to place, seeing little, observing less.

"This simple recreation has also provided me with a hobby, something I sadly lacked before. The hobby is botany. Understand I am no Burbank nor can I lay claim to a deep scientific knowledge of flora. However, in my spare time I have collected nearly one hundred different varieties of common plants, besides three or four varieties somewhat rarer, hereabouts.

"I read much more now than I used to and there is infinitely greater purpose in my reading. In 1931 I entered the public library of the town I live in for the first time in years. Since then, however, I have been a regular visitor. On the other hand, and quite in contrast to past habits, I go to the movies very rarely. One reason is the cost. Another, perhaps the more compelling one, is that the movies no longer satisfy me as they did. My wife and I are beginning to demand something more mentally stimulating than the average output of Hollywood. All in all, I think hard times have benefited us. Making a living is not the all important thing it used to be. *Enjoying life, in the true sense of living it more richly, has become our aim instead.*"

I know this man's experience is not an unusual one. Millions of others have been likewise forced by the turn of events to a similar reconstruction of values. These people have paused to take stock of themselves. They have thus discovered a fresh appeal in simple pleasures. Thousands, too, have turned to the study of some subject which may afford a new occupation or an inexpensive recreation. Their leisure time has been enriched. The Depression has taught them age-old lessons anew and in this way has given more than it has taken away.

JAMES A. MOYER

Division of University Extension
Massachusetts Department of Education

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Progress in the Art of Living

By ARTHUR E. MORGAN

THE PAST YEAR has been a somewhat strenuous one for our organization. The area we have had to cover is large, the issues we have had to deal with are many, and our entire staff has been working pretty much to capacity, without much opportunity for leisure or recreation.

About a month ago I went for a few days up to Antioch College where the faculty was just returning from a ten weeks' summer vacation. I attended the first meeting of that faculty. As I looked them over, there was evident a freshness, a re-creation of energy, and a readiness for a year's work that was in contrast to the somewhat tired out group that I had left behind in the Tennessee Valley.

Seeing those people there, I felt that I had a very excellent illustration of the necessity of recreation. Those people are, on the whole, ready for a year's work, full of spirit and energy and desire for it.

Our people in the Tennessee Valley are loyal, working regardless of hours, putting everything they have into that job, and yet, unless we can so arrange their program that a reasonable share of release, of vacation and recreation can come in, we will have managed badly, because in the course of a year we will be losing that keen edge of interest and zest which only fine physical and mental condition can bring.

As I saw those faculty members fresh from their summer's release, I was reminded of the remark of a business man in New York who is known to cover a great deal of work within the year. Someone asked how, year after year, he was able to sustain himself and to cover so much ground. He said it was because he did it in ten months.

In introducing Dr. Morgan, Otto T. Mallery, President of the Playground and Recreation Association of Philadelphia, said: "After the great Dayton flood a man arose, an engineer, to prevent a similar catastrophe. The engineering may have been difficult, but the unprecedented part was securing the cooperation of many counties and many towns, many jurisdictions, many officials, and forming one district and one financial plan to prevent the flood. After that work was completed the engineer turned educator and developed Antioch College, which profoundly affected educational theory and practice.

"Now his mind swings into the art of living and what progress may be made there. In his present capacity as Chairman of the Board of Directors of the Tennessee Valley Authority, the art of living will make progress."

Recreation, An Essential for Balanced Life

Recreation is not a casual thing; it is an essential for a well-balanced life. On the other hand, it should be part of a well-balanced life and not the main issue.

We commonly get excited over our own callings. They come to seem extremely important to us, and we often have the feeling that the world cares so little for our callings, for our interests, that there are so many forces driving in the other direction — that we need have no concern about other interests; we can put our whole energy and life into our own, and the rest of the world will furnish the balance and the check and restraint upon it.

I think that philosophy is a false one wherever we find it. There are no evils so bad that we can afford an unrestrained opposition to them. There are no virtues so fine that we can afford to give ourselves unrestrainedly to them. A good part of the energies of men is used up in checking and counteracting the streams of other men.

Most radicals will tell you that they really would rather not be so radical, but that they must because the conservatives are so conservative they have to overcome that opposition. Most conservatives will tell you that in their heart they are with you, if you happen to be a liberal, but they just can't loosen up at all because the radicals are so strong that they must overcome that stream. That tendency for us to give ourselves unreservedly to one attitude or outlook because some other one

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will check it naturally — that attitude is not a sound one. It is not sound in recreation any more than in any other field.

Psychology of Servitude Persists

Speaking of recreation and play for small children and for adolescents, I think that is true. The world has been a world of servitude for a long time. The psychology of servitude is still with us. There is no danger but that we shall have to work enough—life will take care of that—and so we will give our attention to recreation. That is to some extent the psychology which has come over from an economy of scarcity.

Some time ago I knew of a young woman, very well to do, who yet took upon herself some fairly heavy and strenuous work, and she was living a life of economy and was doing everything she could to count in the field of that work. A little account of her work was in one of the newspapers.

I saw a letter written about her by a young woman, a factory worker. This factory worker said, "Isn't she the fool—to think of having all of that money and then working! If I had that money I never would work for another day."

Now, that is the psychology that hangs over from ages of servitude and from an economy of poverty. That can have too great support. Many a parent has said. "In my boyhood (or girlhood) I had no pleasure, I had no play, I had no recreation, and I am going to see that my children are protected from the life that I had to lead."

I think that there is a very decided danger today among people who are well to do, especially, that a life of recreation may come to seem imperative, that they will come to feel that the world owes them recreation.

Work Discipline Valuable

During the past two years I have observed young people, in this case young college people, who were living on very meager resources, who nevertheless, as a group, felt that it was impossible for them to give up any opportunity for recreation.

In one case — the case of a young woman whose parents were making the utmost sacrifices for her education — this was drawn to her attention when she was planning on a rather expensive auto trip, and she said, "I know they are working hard, but they don't want me to go without." I think that as imperative and as important as recreation is, we must see it, not as a world in itself, but as a part of well-balanced and well-proportioned living.

I have been in hearty sympathy with the spirit of the child labor amendment to our national constitution and yet I have grave doubts about the direction which that spirit has in some of our states, in the rather arbitrary laws against child labor, because I am inclined to think that unless young people get some of the fibre, some of the vigor of living, some capacity for hardship, some capacity for restraint and control, some capacity for sacrifices, some stamina while they are young in their teens, it will be too late afterwards.

Recreation is an imperative element in any normal life. It is our business to discover what that place is. Play and recreation have various functions. As I see play and recreation, in many cases they constitute an escape from living. The last speaker was telling you of conditions in certain city areas, where the whole of life is so abnormal, where there is so little of normal opportunity that play is an effort to forget about life, to make the days pass and leave them a blank.

Recreation Should Not Be An Opiate

That use of recreation may be necessary perhaps as an opiate is necessary for a person who is deathly sick, to reduce the pain, but it is a tragic thing that it is so.

As we have tried to work out our program in the Tennessee Valley Authority, a program which gets into many fields, many fields of economics, such as power, the preservation of the soil, forestry, the decentralization of industry, the balancing of industry and agriculture, as we get into those phases of economic life, and along with them into phases of social life, we have to deal with recreation. We see how often recreation is no more than an escape from living.

It happens that the Tennessee Valley Authority area includes among other parts a considerable region in which there never has been a prosperous economy. During pre-Civil War days that area was occupied by what were called "poor whites." It was not suitable for slaveholders to work white men, and since the slaveholders controlled the economy, the white people were left out; they took to the

Play is education. In fact, I think play originated as education. Before the schools were made, children educated themselves. Every move that a little girl makes with her doll is education for taking care of her own babies. A large part of the natural play of boys is imitation of the work of their fathers.

hills; they fought for a living in little valleys and on steep mountain sides, wherever they could. Life was very primitive. There never has been prosperity in many of those regions.

Play and recreation under such conditions is not much more than an effort to drown out the emptiness of living. It can be true there as well as on the Chicago streets.

"The differences in levels of human culture are primarily differences in amplitude, inclusiveness, foresight and thoroughness, of planning.
"The President sees the Valley Authority as a means for displacing haphazard, unplanned and unintegrated social and industrial development by introducing increasing elements of order, design and forethought."
—Dr. Arthur E. Morgan.

For that situation, I am not primarily interested in providing an opiate for living. I think our fundamental job there is to try to re-create the conditions of living, so that there can be joy in working, so that there can be joy in living, so that it will not be necessary to flee away from living in drunkenness or gambling or in any other of the substitutes for normal experience. So I find myself here, there and almost everywhere, not greatly concerned over recreation as an escape from living.

When I first knocked around London, I thought, "What a wonderful city this is! There seem to be more bookstores in London than there are in the rest of the world." And then I hung around those bookstores to see who bought books and what kind of books they bought, and I came to the conclusion that in no small degree the enormous reading of books in London was partly an escape from living, that life had become so circumscribed, there was so little of genuine adventure to have, that they escaped into the world of books out of a world of tawdriness and monotony. I am much more interested in trying to build a world that will not need that escape than I am in providing that escape.

TVA Recreation Builds Health

Then, too, another function of play is that of exercise. Just building up the bodily functions, I mean. I am one of those people who never could do his daily dozen. Sometimes I can stick it out for almost a week, but then the monotony of driving myself through those motions with no zest, with no play in it, gets the better of me and I put it off until I can get out where the spirit of recreation can go along with building my body. And I believe, for that reason, recreation is imperative.

We are of the opinion, down in the Tennessee Valley, that taking our population—and I could take the population of other parts of America—the development of play there for both children and adults is essential to the building of good bodies, and we are working along that line.

Play is education. In fact, I think play originated as education. Before the schools were made, children educated themselves. Every move that a little girl makes with her doll is education for taking care of her own babies. A large part of the natural play of boys is imitation of the work of their fathers. That is especially true in primitive societies where they can live with their fathers. I think we sometimes go wrong when we think that it isn't play if there is any creative residue in it.

I had a friend who taught in a high school in a rather rough and tumble town. Instead of ordinary forms of recreation, he got an old building and in it he got some printing presses, and he got some wood-working outfits, and he got things that boys play with and work with, rather than play with in the ordinary sense of the term. He made it an imperative condition that a boy could not come there unless he would meet certain standards of courtesy and decency, and he had excellent discipline because the boys were so anxious to come there that they would behave themselves.

Now, to those boys that was just as much play as the girl with her dolls, or the boys in a primitive community playing at hunting or playing at building houses. I think we can have all of the zest of living and all of the joy of play along with some creative residue, in many instances.

Man Craves the Forest

Sometimes play is an almost necessary therapeutic process. We are children of the forest. We are children of nature. When you take us away from nature too long, we are like strangers away from home and there is a constant craving for us to get back to our instinctive home. The craving for hunting is such. A man may have lived in the city, and yet that craving to get back to the home of his ancestors is strong — to live their lives. Fishing is the same.

Rough games are the same where the element of contest comes in, and I believe that it is a wholesome thing to satisfy that rather deep emotional craving for the functions of primitive men. But I think over and above all those, the greatest

tunction of play is just sheer recuperation. Play with no aim, no object, only the joy of doing it, has effects on us that are so deep-seated that we dare not, we cannot leave that out of a well-ordered living.

Now we are finding what I think America is finding, and what we need to clearly recognize, and that is that play must be taught. It is not learned of itself. I could give you an illustration that I have used before of that fact. I used to observe in my work through the southern states how often the colored boys and girls and men and women would sit on the porches of their houses, would sit for hours and hours without play. I wondered if colored people were different from white people in the lack of an instinct of play.

Some time later I was at a colored institution in the South, where some five or six years ago some young women had been sent out to the country schools to teach the colored children there to play. They had taught them traditional games and then had gone away. In the course of six years the personnel of the children there had changed entirely. It was not more than a four or five year school, and those in the first year had even then passed on, and yet those games were still living. They had passed on from the nine year old child to the eight year old child, and from the eight to the seven year old child, and became a continuing tradition of those games.

A little later I was discussing the matter with a man who is director of race relations in South Africa. I asked him how it was in Africa as to children playing, as to colored children playing. "Well," he said, "Of course they play; they have their old traditional games that apparently have been in those tribes for centuries. Of course they play."

Children Must Be Taught Games

And then it dawned upon me what had happened in America. In each particular case that a Negro had been brought to America, there had been a breaking up of the home and there had been work under slave conditions, where all of the old traditions had been broken. Children had had to grow up for themselves, without that tradition, and in that clear break the old games, the traditional games of home had been lost, and there had been no time to learn new ones.

I can take you into parts of our southern states, in the mountains, where the white people live. In some of those states the traditional games are still there; in other communities there are none. People sit. In the transition from Europe to America the tradition of play has been broken and two centuries have not been enough to recreate it.

To some extent the population of America is dependent on the people who came here as individuals. They did not come here as communities. To a large extent recreation and play is a community exercise, and where communities didn't come, then the community function often disappeared, and in America we must learn to play. We will not discover it by accident.

The National Recreation Association, in its efforts to revive games and recreation of all sorts, is performing a genuine service. If that service is well performed, recreation in America can be on a higher cultural level than in any other country, for the reason that here we have cultural elements from all countries. If we can select from that great rich mass of cultural elements the excellencies, the fineness, and weave them into a new art of play in this country, we can have our recreation on a higher level than anywhere else.

It is not too high in Europe. I remember reading in one of Ruskin's books — I have forgotten which one—a description of a holiday in a European town. He said he saw people stand hour after hour shooting off horse pistols into the air, with no skill, no art, no refinement, no culture in play. As I have knocked about Europe a bit I have seen games here and there, and the games on one side of the mountain aren't known on the other side very often, but there isn't an undue richness. When the hurdy-gurdy and the county fair and the community fairs come to town, the expressions of recreation there are about as crude as in a county fair in America.

The art of playing is yet to be developed. The National Recreation Association has before it the problem of creating a whole element of our national life, of creating it as a fine art, as a great element of culture.

But I think over and above all those, the greatest function of play is just sheer recuperation. Play with no aim, no object, only the joy of doing it, has effects on us that are so deep-seated that we dare not, we cannot leave that out of a well-ordered living.

TVA Plans for Recreation

That is a part of our job in the Tennessee Valley Authority; as we try to see the whole of life there we must see recreation. We are trying to do it in a number of ways.

We are building a couple of dams. Instead of just building dams, we have made a careful selection of workmen; we have tried to have desirable living conditions; and then we are trying to create in the community of the families of those workers the conditions of a desirable community. We have men whose business is recreation who are trying to bring into the lives of those people the traditions and the arts of recreation. They are mostly young men, with their families. When the job is done they will scatter to the four winds, and we hope that as they scatter they will take back with them into their local communities knowledge of recreational facilities, actual knowledge of games, of skills, of arts that were lost or never had been possessed. That is one of our methods.

In building the Norris Dam, we are creating a lake with eight hundred miles of shore line. It is customary in such cases to acquire the property just to the water's edge and to leave the land around the lake in private ownership. We are acquiring a strip a quarter of a mile around, entirely around that eight hundred miles of shore line so that we will have approximately one hundred square miles of public property for forestry and for play.

"The material foundation for all living is the land. We live on it and travel over it. From it comes our food, the clothes we wear, the houses we live in, the metals we use. We work on the land and play on the land. Land planning and land use are the basis of human economy."

—Dr. Arthur E. Morgan.

On the Wheeler Dam, we are also creating a lake with eight hundred miles of shore line—the two of them together have sixteen hundred miles of shore line. We are acquiring the borders with almost limitless space for camping and for boating. There are some islands in those lakes and we are keeping them as preserves for wild animals and we are trying to set up conditions under which wild game can develop. We are arranging for breeding places for fishes so that as an incident to a power development we can get some of the by-products of power in the form of recreation.

Trails in the Wilderness

In some cases we are going somewhat further and are taking some of these wilderness islands or near-islands that cover a few square miles and are making footpaths through them, with camping places nearby, so that in these rugged ridges, young mountains, people can come and wonder and be clear out of civilization, where there are no automobiles, only footpaths through the mountains and hills. We are building bridle paths where there will be a twenty or thirty mile horseback trip through the woods. In these various ways we are trying to develop the creative and recreational facilities of that region. We are trying to set the stage for future generations in which a love of nature will be strong.

I am inclined to think that the love of nature is a recent growth. I have traced through poetry, trying to see how far back it begins to show. You can go back before Wordsworth and you will find that the people knew the name of a rose, and an oak tree, or violet, and about there the knowledge of the world about them ceased.

I think there is coming in the human race a sensitiveness to those fine forms of beauty that deserve a setting, and so in our work, as an incident to our work, we are here and there setting aside savings for posterity, the most rugged, the most finely wooded, the most picturesque spots, and leaving them without roads, without automobile highways, without hotels—leaving them there so that the future generations may have a sensitiveness to beauty and may find a place there that is unspoiled.

All through this region are a large number of people who never have had an adequate income, and income is primary. We are undertaking there a program that is just beginning, a program of stimulating the home arts of these people. A very considerable number of them have quite highly developed craftsmanship—in wood, in iron, in textiles and in pottery. It is our program to bring in people who speak with some authority, some genius in design, to work with these people who have the craft spirit left, to develop products that will have a market value.

Creative Interests To Be Fostered

But if we can find here and there people with that fire of creativeness who want to work in textiles, in pottery and wood and iron, if we can find here and there people with that fire in them and can then get them under suitable discipline, suitable training, if we can get them with a sensitiveness and then if we can make their work economically profitable we will have done something

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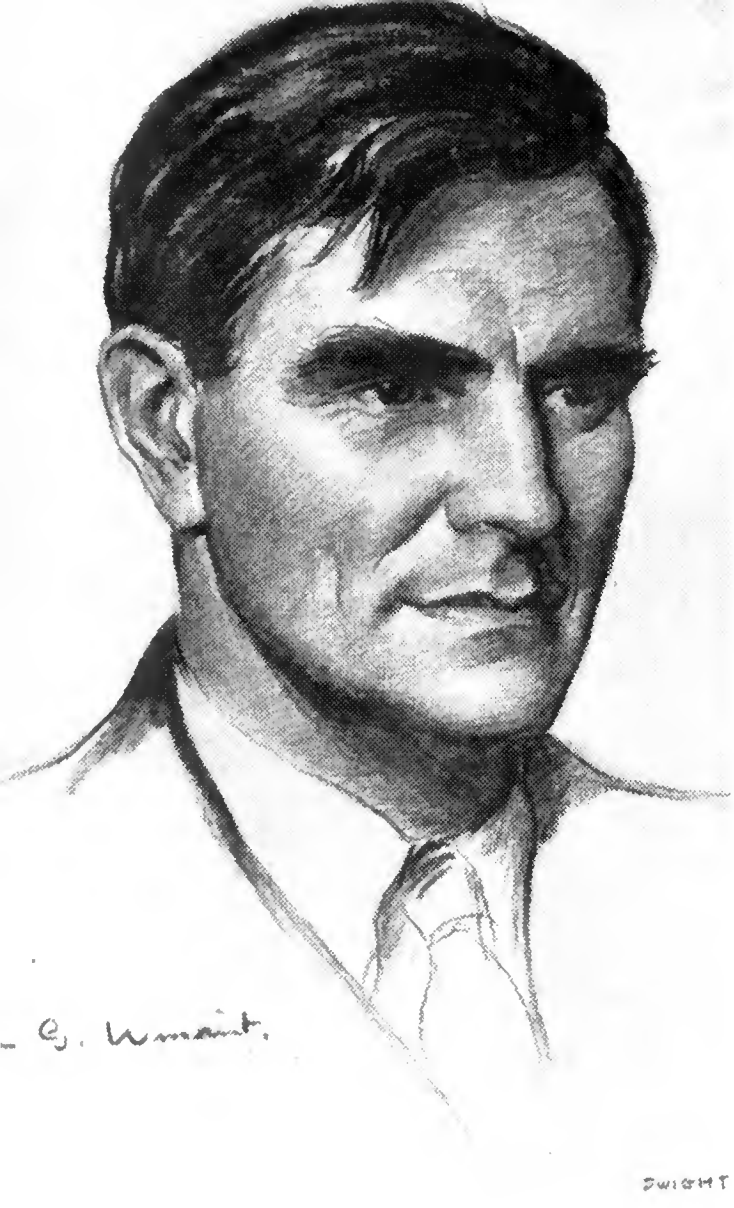

Courtesy Boston Herald

Planning for Recreation in New Hampshire

By JOHN G. WINANT

In our thought for the future it would be well for us to stop and ask what kind of individuals we wish to develop in this changing and highly complicated world of ours. It would seem advisable to ask this, both for the sake of the individuals who are to live as members of our society and for the sake of the society which is to have them as its members. During the past few years we have been asking this question in New Hampshire. We are now striving to answer it. Through our recreational plans we hope to answer it in part.

New Hampshire a State of Natural Beauty

New Hampshire has long been known for its natural beauty. It is a real vacation spot and the possibilities for attractive recreational developments are many and varied. With our mountains, woods, lakes and seashore we seem to have every opportunity to enjoy nature at its best. The question might possibly be asked why any recreational planning should be necessary in a background such as New Hampshire affords. In order that we may preserve this background for all time there is need for planning, carefully and wisely done, and I feel that we have made a good beginning on some long-time constructive recreational planning which will exert a strong and happy influence upon the lives of the present generation and which will mean much for the future.

You will notice that I am not commenting on or arguing for the need for recreational facilities, themselves. Anyone who has been close to the misery of this depression knows that far more

WE ARE CONFRONTED today by a new problem that a machine civilization has forced upon our attention and that has been intensified by the depression. The creative instinct of the craftsman has been replaced by the monotony of the specialized machine for the vast majority of us and the substitution of horse power for man power with the production of goods in excess of the consumption of goods has shortened the work week and increased our free hours. This new leisure is by no means an entirely new development; it has been coming in cumulative fashion during the past hundred years, but it is only recently that we have become completely conscious of the need for planning for this change. The future of our civilization will depend in large measure on the wisdom and restraint with which we use the new leisure.

than food, shelter and clothing must be supplied to meet the wants of people. The need for relief from mental strain and worry no one can measure.

People in New Hampshire are interested in recreation and the use of leisure time not only because we are conscious that it is an increasing means of livelihood, but because we realize that planning for leisure time is part of our job as a state and the way we plan for it will influence in a large measure the way we think and the kind of people that we mean to be. Some one once said that character was largely a by-product of work. Work definitely influenced character when most waking hours were work hours. The use of leisure will also make or break character. And I think that this same use of leisure will affect our collective thinking, whether in the spiritual field, the social field or in the political field. Our opinions are bound to be definitely influenced and the future of this country shaped by what we now do in our leisure time.

Recreation and conservation planning have gone on quietly in many parts of the state for a number of years, especially in our state forest lands, but it was not until this past year that funds were available for us to carry on any extensive new developments. We feel now that through federal, state and local funds which have been made available in the emergency, we have improved our physical plant and also built up a wider and deeper understanding of the problems.

Our funds for these recent developments have been supplied by federal grants — CWA and FERA—and by PWA loans. The CCC has contributed greatly to the work in our forest lands. State funds have been made available, local funds have been voted in some cases and gifts of land have been made for this work by towns and individuals. We find that in these depression times the people are giving more generously to the state than at any previous time.

State Agencies Have Cooperated

In solving our leisure time problem we have used every available state department and service at our command. The New Hampshire Forestry Commissioner has given more than twenty-four hour service. The State Planning Board, the first to be organized under the Federal Planning Board, was immediately drafted into service. The Department of Education has worked on projects for adult education. The New Hampshire League of Arts and Crafts, organized in 1931, has given opportunity to hundreds of New Hampshire people to make and sell articles of unusual workmanship. This leisure time work, as it is often known, has proved in many instances to be the sole means of livelihood of the maker.

We have called on the National Recreation Association for help many times and have always received prompt and valuable help from many different members of their staff. In the early days of our recreation planning, L. H. Weir spent several months in New Hampshire making a comprehensive study of the recreational needs of the state—considering how our natural resources, including parks, forests, rivers, streams and bathing beaches could be improved and utilized to serve the recreational needs of the people.

There was a great need for this because even in the capital city in which I live, with a population of approximately twenty-five thousand, lying along the Merrimac River, and surrounded by lakes, with many streams close by that feed into the Merrimac, there was hardly a single bit of water that was not contaminated or polluted. It was almost impossible to find a place for the recreation of the young people and for the old people to enjoy—even hard to find a place where boys and girls might swim.

Recreation in the State Forests

Because our recreational development originated in our state forest lands many years ago I should like first to speak of these. Interest in the preservation of these forest tracts has long been active. Large areas have been saved for all time by the foresight and action of interested individuals and state committees and societies. For a long time the Society for the Preservation of New Hampshire Forests has taken a leading part in conservation. The Applachian Mountain Club has added much to the enjoyment of

As Governor of New Hamphire, Mr. Winant has given outstanding leadership in the pioneer movement for the utilization of the land and water areas of the state for the recreation of the people. Before the organization of state planning boards was authorized under the Federal Planning Board, the importance of state-wide planning for recreation and conservation had been recognized in New Hampshire.

In addition to his work in New Hampshire, Governor Winant has made a valuable contribution to the national recreation movement as the Second Vice-President and a member of the Board of Directors of the National Recreation Association.

our mountains by its trails and cabins. The Dartmouth Outing Club is outstanding in its work of marking trails, erecting cabins and furthering the love and regard for the outdoors.

"We shall not be content in the country until we have leaders in every rural community who may teach us the ways of nature, lead us in our studies, and bring us together in more abundant recreational life and social living."—*C. B. Smith*, Chief, Extension Service, United States Department of Agriculture.

New Hampshire now has about ninety state forests and reservations, large and small, with a total acreage of about thirty-five thousand acres, and over four hundred thousand acres of federal forests. About seventeen of the state reservations have major recreational interests and twelve others have present or future recreational possibilities. Names such as Crawford Notch, Franconia Notch, Monadnock, Cardigan, Kearsarge, Wentworth Lake, Forest Lake and many more are familiar to you if you know New Hampshire. There are eight important lake shore reservations. Some of these developments are for picnic and bathing facilities only, others provide overnight camping places, sanitary provisions, open air fireplaces, tables and benches and so forth and adequate parking space for cars. At least seventy-five miles of foot and horseback trails are to be built and improved and eighteen miles of ski trails are planned and partly developed.

Aside from the lands mentioned above there is the prospect of a large area of submarginal land becoming state property, and parts of this would be developed for recreation.

New Hampshire has not only planned to conserve her forest lands and lake shores, but has also given careful attention to the short but valuable ocean beaches which are enjoyed by so many people during the summer months. At Hampton Beach, New Hampshire's largest seaboard recreation center, the highways and buildings along this portion of the coast have been subjected to extensive damage by seasonal storms, requiring the expenditure of considerable sums of money by both the state of New Hampshire and private individuals. For the protection of this shore a sea wall has been constructed which will halt the encroachment of the sea and will safeguard the recreational facilities of the beach. The beach itself has been taken over by the state. Jetties have also been constructed to prevent tide and erosion from breaking down the sandy shore line.

Recent Municipal Recreation Developments

A rather new undertaking along recreational lines for New Hampshire has been her municipal developments. These have been extensive, expensive and have taken much planning and a great deal of work. I shall mention a few of the important projects: At Dover the state purchased forty-three acres of land along the Bellamy River. Here a dam has been constructed, creating a pond one hundred by eight hundred feet; bath house facilities have been provided and a playfield has been laid out with facilities for tennis, handball and baseball and with bleachers seating two thousand people.

At Hanover a concrete dam will provide an artificial lake about one-half mile long. The necessary facilities will be built for this development.

At Kingston near the Massachusetts line the State purchased a tract of forty-four acres adjacent to the town. There is nearly one-half mile of shore front on Great Pond. A central bath house has been built and a beautiful park with wonderful pine and hardwood growth has been laid out with many different recreational activities.

In Manchester, the largest city in the state and an industrial community, the relief load has been very heavy and it was felt that a large proportion of CWA money should be placed there. The park area of the city was increased by the purchase of four big parcels of land. Each one was made a major recreational project. Whittemore Flats, so-called, is about thirty-five acres and is to be laid out as a playfield. The Driving Park in the south end is a typical city park with playing fields and can accommodate a great many people. Rock Rimmon Park on the west bank of the river, formerly owned by the city of Manchester, has had ninety-eight acres added to it. An attractive modern swimming pool eighty by two hundred and eighty feet has been constructed as well as a bath and rest house of stone and timbers. The water in the pool is controlled by a re-circulating system with filters and chlorinators and is supplied by the city main. The pool will accommodate one thousand people and has been used to its full capacity from the first day it was opened.

The fourth project is at Dorr's Pond in the northeast section of the city. It is a tract of one hundred and eight acres, largely covered with pine timber. A swimming lake supplied by city water has been constructed near a natural boating pond. Several shelters are already on the land and an outdoor theatre is planned. In the

southern part of the park a football field, baseball field and bleachers and bowling greens are nearly completed. Adequate parking space has been laid out and proper control buildings are planned. In time it is hoped that horseback trails and ski trails can be added.

At Sutton a gift of fifty acres of woodland bordering on the shore of Kezar Lake has been made to the state, and there we have swimming facilities.

Meeting the Needs of Rural Districts

We are trying to meet the recreation need in our cities but equally important in a state like New Hampshire is the need in our rual districts. Sutton is a rural development. For advice and help in this matter we again called on the National Recreation Association and Mr. Wellington has been most helpful. In conference with Professor J. C. Kendall of the University of New Hampshire Extension Service, a plan was formulated for Miss Ethel Bowers, also of the Recreation Association, to come to New Hampshire for three months and working under the Extension Service of the University, to organize a program for rural recreation throughout the state. Miss Bowers worked with speed and effectiveness and did a fine piece of work. A state director was engaged as well as ten county leaders. An institute was held to instruct these leaders and volunteers in the program to be carried out. Thousands of individuals were contacted and much real community work was accomplished. In several places May and apple blossom festivals were arranged with success.

Trained Workers Essential

I don't think one can overstress the need of trained workers in managing these new facilities which will be built up in New Hampshire as well as in any other states. We will find that when the enthusiasm for this kind of thing wears down, we can never make recreation facilities the character building instrument that we mean them to be unless those who have charge of them are equipped by training and by character to properly manage them. I know that many of you already know Miss Worth, our state director who has carried out the program that Miss Bowers started, and are happy to know of our good fortune in having her to direct our rural recreation program.

I don't think one can overstress the need of trained workers. . . We can never make recreation facilities the character building instrument that we mean them to be unless those who have charge of them are equipped by training and by character to properly manage them.

Another loan made to New Hampshire by the National Recreation Association for but a brief month was A. D. Zanzig, their music director. Mr. Zanzig came merely as a consultant, so he said, to meet with rural and city groups to discover what musical facilities and activities already existed and to suggest new ways of bringing greater opportunities to the people of New Hampshire for participation in community singing and playing. But even in that short time he had a great many of us dancing and singing and enjoying it immensely. Several community programs have developed from his suggestions and promise to be annual events.

Facilities for Winter Sports

As I have been telling you of New Hampshire and its recreation, I feel quite sure you have been thinking of the state merely as a summer playground. We are learning—and we hope you will—that it is becoming an equally popular winter playground. The possibilities for winter sports and recreation are constantly developing. In the White Mountains of New Hampshire the federal and state forest lands are snow covered for several months of the year—from the last of November until the middle of May—and we are taking advantage of the opportunity to open up these areas for our own citizens and for those who come from other states.

Under the direction of ski trail engineers who were employed by the state and with the expert advice of authorities long experienced in the art of skiing and ski trail building, the boys of the CCC camps have helped lay out eighteen ski trails of over forty miles. These trails have been built for the novice, the expert and the so-called intermediate skier. In some places these three groups have been accommodated by varying the pitch on a single trail and in other locations by building three separate trails of different grades.

New Hampshire ski trails have been built for safety. They have been laid out with skill and care. The labor of constructing ski trails is infinitely greater than is necessary in building other trails. The mountains of New Hampshire are heavily wooded

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What We Mean By Recreation

By FREDERIC A. DELANO

SURELY *recreation* means more than sports and playgrounds. It should mean rest for those who are weary and heavy laden. It should mean to many a chance to take a real breath of fresh air and to drink deep of the fountain of eternal life. Those who live and work in great noisy cities have need to get away occasionally from the nervous strain and noise. They have need of a chance to cultivate a spiritual poise, indeed we all need it, the old fully as much as the young; and yet we must never forget that different people must necessarily get their enjoyment and express their happiness in vastly different ways.

I sometimes think we older ones will better appreciate the full meaning of this word recreation if we pronounce it *re-creation*. That carries the thought of a more abundant life which comes to those who yearn for rest and a change from the drab side of life because they have learned how to enjoy some of the many forms of nature, not omitting let us hope what is to many the most versatile and fascinating of all forms, human nature.

When I listen to the babel of tongues it often seems to me that few people realize the seriousness of the crisis we, as well as the rest of the world, are passing through; more serious in many of its implications than the World War. True, we are not deliberately killing men but we are involuntarily crushing out the life and happiness of many. Enforced leisure, as many know to their sorrow, is not recreation; so it becomes a major part of our duty in respect to recreation to win first the battle against want and poverty—a duty which we should face with the same courage, hopefulness and enthusiasm that we displayed in war time.

The philosopher Henry James said truly that war should never be abolished until we discovered the moral equivalent of war, and that seems fairly obvious. In war time we saw the nation unified, inspired to meet a common and definite objective. May we not ask ourselves whether the peace time problem of the re-creation of our civilization is not today fully worthy of our unified support, and our hearty and enthusiastic labor?

The development of the human race, we are told, depends very largely on how we use our leisure. Shorter hours, the great speed of communications, the annihilation of space, and all the other developments of this machine age, tend alike to greatly increase our powers of accomplishment; but if the increased leisure which these modern inventions give us means wasted opportunities, the human race will have lost more than it has gained.

Evidently education in the broadest sense must keep pace with the advance of human knowledge. In the same way we must plan for recreation so as to accomplish our purposes and secure a diversity adequate to our multifarious needs. Incidentally, we must train our hands as well as our minds, so that our creative instincts will help us intelligently to use our leisure to make us useful citizens, not drones, even after our productive capacity has ceased. Men and women who work in factories must get the relief which comes from doing something useful or beautiful; and another important point is that this recreational work must be *different* from our regular work, and therefore restful.

These then are some of the problems that are included in the scope of intelligent planning. Up to the turn of the twentieth century little thought was given to the

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For many years Mr. Delano has been a leader in the movement for city planning and beautification. Among the positions of importance he has held or in which he is now serving are: Chairman of the Regional Plan of New York and Environs, Chairman of the National Capital Parks and Planning Commission and President of the American Civic Association. He has been appointed by President Roosevelt as Chairman of the Advisory Committee of the National Resources Board under whose direction there is being carried on a comprehensive study of the recreational use of land in the United States.

Planning Our Cities for Abundant Living

By JACOB L. CRANE, JR.

"SATISFACTORY LIVING," "good living," "the abundant life"—what beautiful and seductive and *various* images arise in our minds! No two of us now alive would write precisely the same specifications for good living. Further, our ancestors had their own ideas; some of them were engrossed in the picturesque notion that an abundant life here is entirely incompatible with an abundant life hereafter. And our descendants will likewise find the accounts of the 1934 National Recreation Congress quite astonishing and even amusing.

So many factors influence the satisfaction to be derived from living—such various forces and such a changing balance of circumstances. And much of the pattern of impulses and desires is only dimly discernable. We may set down some of the elements which most concern us these days. We all want a secure livelihood *with self-respect.* We all want opportunity for advancement in one direction or another and some freedom in choosing the direction. We crave peace of mind and affection. We demand a wide range of interests, however casual. We are obsessed with achieving the ultimate in mobility, rapid, almost constant motion. We are hungry for satisfying leisure time pursuits. We are in process always of reshaping our environment, sometimes nearer, sometimes farther from the thing we desire.

City planning touches the environmental elements directly, the others only indirectly. State planning and national planning bear more and more directly upon the entire fabric. All our planning efforts tend to influence the facilities for and the use of leisure, whether it be the summer vacation or the half-hour street car ride to and from work.

The big city represents the greatest opportunity for the abundant life, or at any rate it represents our seeking and striving for richer living. Much the larger part of our national surplus, the surplus beyond "essentials," goes into the city environment—amusements, great public buildings, the elaboration of all our urban facilities. In the great city we manifest our pride in the civilization *we* are building. For most Americans the big city at its worst holds out the *promise* of most abundant living, as witness the huge migrations from country to city during the last fifty years—the major social phenomenon of our times.

However, what do we find these cities, the records of our achievement, to be at this time? Our great cities, with very few exceptions, are still not much more than big, overgrown industrial and commercial camps. They are not well organized, in some part ugly, grossly uneconomic, dirty and noisy, full of confusion and strain. They display the power and wealth of our period, but in a very unsatisfactory way, so far as good living goes. They are "cities" only by virtue of their immensity.

The reorganization and major rebuilding of these cities offers the greatest single opportunity for the utilization of our natural resources and of our natural resourcefulness. Just as the building of these metropolises has furnished a most important outlet for industrial and commercial enterprise, their *reconstruction* constitutes the big opportunity for industry and commerce. Billions of dollars worth of materials and labor and technical skill will be purchased. And likewise such rebuilding is basic in effectuating the economies we now demand and in providing the setting and the approach to living circumstances in scale with our desires and our wealth.

In this address before the National Recreation Congress in Washington, D. C., in October, Mr. Crane points out some of the important factors which should influence the planning of cities for abundant living. Mr. Crane, a noted city planner, is President of the American City Planning Institute.

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Conflicting Theories Presented

Here we are faced with several conflicting theories of the best way to reorganize urban life. These theories range all the way from the re-ruralization theory, under which most industry and most city populations would be drawn back to rural villages, to the "megalopolis" theory which proposes the city with all buildings rising a thousand feet above ground and the streets and transit arranged in three or four levels underground. The writer believes that the intermediate "regional city" theory is soundest. The regional city is one in which the thousands of square miles of land area lying within each of the great metropolitan districts is utilized for a central nucleus and many sub-nuclei of industry and residence, interspersed with great rings and wedges of green open space. Such an arrangement is free from the great costs involved in either the re-ruralization scheme or in the megalopolis scheme; it meets most directly the known and "guessed" demands of commerce and desires of people; and *it seems to be in line with "natural" trends*. It meets the two most powerful impulses now evident—the impulse to live and work in contact with and *identified* with a very large agglomeration of all sorts of people, and the impulse to retain contact with the open country.

Planners Must Recognize the Desires of People

Now, in planning any such regional city, ranging from 100,000 to 10,000,000 in population, we must not fail to distinguish between the things

A section of Jones Beach, a magnificent waterfront park developed by the Long Island State Park Commission. Such areas are possible only near large centers of population.

which we as planners might conceive as desirable for the people and the things which the people themselves clearly want. This principle is as valid in the field of recreation as in any other element of city and regional planning. We must offer new opportunities for recreation, but our task is to provide as nearly as possible what the city dweller needs to satisfy *his own* leisure time requirements. Except as a matter of experiment in opening up new possibilities, we should think not in terms of teaching people what they ought to want to do with their leisure time, but rather in terms of providing facilities for them to do what we know they want to do and of teaching them how to do those things with the greatest satisfaction. With ready access to museums and classes, an unknown number of people would go in for art as a recreation. We should try it out. But we should not assume that it is socially essential, or even desirable, that any great number do this instead of going fishing. Conversely, we do know that a very large part of all outdoor recreation time in this country is devoted to pleasure driving. Parkways and scenic highways constitute a major part of any sound contemporary recreation plan. Whatever is clearly undesirable in pleasure driving may be largely remedied by offering beautiful drives and interesting places to go.

Our recreation planning as a part of city planning for the abundant life, therefore, involves just the kind of thing the National Recreation Association has been doing in its surveys: An *imaginative* appraisal of what people want to do, of the circumstances conditioning their choice of leisure time activity, and of the things they would gladly do if opportunity offered.

Objectives in Urban Planning

Of course, no person would quarrel with certain general objectives. We want our cities, our regional cities, to be open to the sky, green and pleasant, distinguished and satisfying in their physical appearance, clean and quiet, rich in parks and playgrounds and beautiful waterfronts, in museums, concert halls, recreation centers and public buildings, and *accessible* to the open country—to great country play grounds. These items all fit neatly into any well-conceived image of the rebuilt regional city. They are elements of the structure. They constitute the ultimate purpose of city planning.

The people of the United States seem to have made up their minds to go after their opportunities. Of no matter what faction, we are all engaged now in providing a sounder basis for economic security by one means or another, for decent wages and decent working hours, for a rational program of public works, for proper housing, for a national recreation program, ranging all the way from the little playground or the little roadside park to the immense natural recreation areas and recreation districts.

In this huge enterprise let us not forget that the realest planning is that which derives out of the local community or even the local neighborhood, where the ambitions and desires of the individual and the family can be reflected in the plans. Our community planning must be guided by national and state planning in the larger problems, but all of the infinite adjustment of detail and all of the detailed fulfillment of the program rests with the community. Our national, state and city planning, and particularly our recreation planning, are dependent upon the willing support of the community; in fact, they derive from the local community or they are in large measure meaningless.

In some such framework of principles, we proceed with the planning of our cities for abundant living.

Melrose Creates a Park—A notable ERA project is that being carried on by Melrose, Massachusetts, which is converting 165 acres of woods, swamp and ledge into a beautiful golf course and public beauty spot. There are nine natural ponds of great beauty scattered among the hills, and in addition, two or three natural lakes will be made. There is a nature trail sponsored largely by the Melrose Women's Clubs, which when completed will be a mile and a half long. The trail winds through woods and valleys, spans brooks and rustic bridges, and conducts the explorer to the memorial tower at the top of Mount Hood, 285 feet above sea level. This square stone tower, built of boulders excavated from the golf course construction, is 40 feet high and from its summit a magnificent view is obtained. Tennis courts are being laid out and there will be bowling on the green and shuffleboard.

Abundant Living for Small Towns and Rural Districts

By DR. C. B. SMITH

I SHALL BE ABLE to say little that is new on this occasion. The most blessed thing in the world is useful work. Whatever else the future holds for humankind, it must so order its life that all men and women everywhere shall have some constructive work to do each day and be permitted to do it. Some work, some income, some leisure in each human life is the goal we are striving for in almost every man's philosophy. And herein are rural people — the men and women who live on farms—blessed beyond most other groups. The farmer, with his flocks and herds, his fields, orchards and gardens, always has work to do and work of a constructive, creative kind—a kind that varies with the seasons, with the weather, and with the different hours of the day. And the farmer, within limits, sets his own tasks each day. He plows or prunes, sows or cultivates, harvests or markets, beautifies, constructs or lays waste.

The first point I want to leave with you, then, is that the man on the land always has at hand one of God's greatest gifts, constructive work to do. Today, while 10,000,000 men sit or stand in idleness because industry lags, 30,000,000 farm people, engaged in agriculture, have something with which to occupy their hands and minds and thus keep themselves sane, normal, and abounding in hope. That is the first step in abundant living in rural areas.

The Abundant Table and Family Life

The second step in abundant living on the farm and in the smaller towns, as well as elsewhere, is the abundant table. Nothing so engenders satisfaction in men, day in and day out, as an abundant table, daintily spread and in ample variety. We need to stress in our teaching and in our preaching the virtues of the abundant table in abundant living everywhere. We know how to produce this abundance. The whole nation in its future outlook should plan for it. A square meal, not only on Sunday, but every day in the week, should be the nation's goal. Here again the farmer and the villager with his garden spot are in a strategic position to provide the abundant table.

The field, the garden, the orchard, the dairy, the poultry yard, the streams, the woodlot, the bee yard, the vineyard—all help supply the abundant table with bread, fruit, meat, milk, eggs, greens, honey and wine. The good meal develops fellowship and good cheer within the family. It assures hospitality to the visiting neighbor or stranger. It is around the table, where the family meets together three times a day, that integrity within the family is inculcated, morals taught, ambition stimulated and the good life pointed out. We haven't given enough emphasis to the abundant table in abundant living. It is possible and should be a definite part of abundant living in the country and small towns.

The third factor I would mention in abundant living on the farm and in the village, as well as elsewhere, is the building of a home wherein dwell father, mother and children in an atmosphere of love, duty, understanding, consideration, tolerance and righteousness. The dwelling place of the abundant life is in the home and family life, where right human relationships exist.

In the preceding paper Mr. Crane expressed the opinion that the big city represents the greatest opportunity for the abundant life. In the address which is published here and which was given at the same symposium, Dr. Smith claims that people in rural communities are blest beyond most other groups. These divergent views gave rise to a most interesting discussion.

Dr. Smith has served for many years as Chief of the Extension Service of the U. S. Department of Agriculture. He was largely responsible for making possible the rural recreation institutes which have been carried on for several years with the cooperation of the National Recreation Association.

As educators we may well devote a substantial part of our instruction to building up a fine family life, conversation in the family around the table and fireside, family games, singing together, reading aloud, going to church together, planning together. The family that has learned how to live and work, sing, read, plan and pray together is not far from the abundant life. The good family builds the good community and the good community is the stepping stone to the good nation.

An Understanding of Nature Important

Again, the abundant life is promoted by an intimate knowledge of the things in which men and women find themselves immersed or surrounded. And so, if we want to add to the abundant living of the farm, let us add in fullest measure to the farmer's understanding — understanding of the soil he turns with his plow, how it is made, how it is classified, what are its elements; understanding of the plants that grow in his fields and marshes, the woods, and beside the streams, their names, how they grow and propagate and their multiple uses; understanding of insect and bird life, their various ways and songs and habits and names. Knowledge of these things, learned through study and personal observation and nature hikes with those who know, contributes to education and learning and satisfaction and abundant living.

To these ends, also, we have schools and classes and agricultural colleges, but not all men can attend them. We must multiply our agricultural classes, science teaching and evening schools, our Extension clubs and camps and nature trails, out where the farmer is, so that every adult and youth everywhere can walk through the fields and orchards and forests understandingly and having eyes may see, may understand, and having imagination may grow.

Uncle Henry Wallace, grandfather of our present Secretary of Agriculture and one of the great souls of the earth, defined education as follows:

"Education, after all, is simply the fitting of the eye to see, of the hand to work, of the mind to perceive the truth, of the tongue or pen to express it; and it is by the practice of all these that we educate ourselves and become strong, clear-headed men."

And this education doesn't lie so much in books and schools as in our own observations and association with seeing men, and we all may well absorb this idea and press it home in our teaching.

Again, work lightened with understanding and imagination contributes to abundant living. Work without understanding and imagination, the following of rote and custom, is drudgery and death.

What do we see as we till the soil,
Is it sweat and dirt and grime;
Or do we see there
A picture more fair—
A vision of bud and fruitage time?

Do we see there fields of ripening grain,
Catch the breath of the clover bloom;
Or is it just soil
And unending toil
As we follow the plow at noon?

Do we see there bread for a hundred homes
As we crumble the furrow's sod,
See the teeming life
With which earth is rife;
Or do we see there only a clod?

It's what we see as we till the soil,
The thing beyond the clod,
That lightens our task
And leads us at last
Into closer communion with God.

Finally, men do not live by bread alone. It is good to be alone at times in one's own room or study, alone in the fields, in the mountains or the hills, in the great forests, or beside the seas. You are close to the Creator there, close to your inner self. But there are other moods when the soul wants companionship of family and understanding friends, times when you find joy in the multitudes and social life, and thrill with the applause and approbation of the crowd.

And so the farmer and the villager, like all other men, must be encouraged and helped in these fields. As teachers we must put forward the farm man or woman to give the report, make the speech, take the lead in the games, accept the office, and we must make the social occasion wherein they may find opportunity thus to express themselves and grow. That is all a part of abundant living. To this end men and women should be encouraged to belong and take part in Farm Bureaus, the Grange, gardening societies, horticultural associations, a political party, the church.

The essence of religion is service to man. No man can live the abundant life without being in substantial measure religious—giving wholeheartedly and joyously of himself and his goods in the service and welfare of his fellow men.

There are not many large differences between the abundant living in rural towns and districts and abundant living for the urban man. The farmer always has opportunity for varied and interesting work. He is in touch with elemental things—the soil, the rain, frost, sunshine and wind.

Away from the crowded city,
Alone with his flocks and his herds,
Refreshed by the winds of heaven
And the music of singing birds,
He finds growth for the soul within him,
Sees life in the o'erturned sod,
And while tilling the crops he has planted
He humbly walks with his God.

He may, likewise, provide himself, with greater certainty, with an abundant table. Likewise he has greater necessity for self-developed entertainment and recreation. The urban man, on the other hand, may more easily have the larger social life, larger opportunity to minister to his fellow men, but is beset, probably, with more temptations to riotous rather than abundant living and to content himself more largely with professional entertainment.

If we would sum up this brief paper, we would say:

The abundant living on the farm begins with the opportunity to work there in reasonable amount and to educate one's self by observation and through understanding contact with books, people, and things in one's leisure moments. The underlying philosophy of the New Deal is to produce, not in superabundance that absorbs all our time and makes for waste and dissatisfying returns, but in abundance that meets our real needs, increases our income, and leaves us some time for the consideration of matters that interest the mind and exalt the soul.

The Garden a Source of Satisfaction

Where men do not have farms upon which to work, as in the villages, they need small pieces of land whereon they may garden and grow fruits and vegetables and lawns and shrubbery, both for what these may furnish toward the family living and for the satisfaction of the artistic and beautiful that is within every man and woman. Few human enjoyments are more satisfying than these things. If constructive work with plants and the soil does not fit the village's leisure needs, then there are a thousand things men may do in the way of art and handicraft, the working in wood or metal or fabrics that may beguile them.

The abundant living on the farm and in village home is promoted by the abundant table. Franklin says: "It is hard for an empty sack to stand upright." The abundant table promotes good cheer and friendliness and is an oasis of peace in each day. Further, the abundant life is promoted by right family relationships and living. A philosophy of family relationships might well accompany our recreational teaching. The man without a wife and family never can know the meaning of abundant living.

The abundant life is promoted by knowledge—knowledge of the things that surround us; knowledge of science, philosophy, literature, music, history. It is promoted by the ability to express one's self in speech, writing, music, art, with the hands in handicraft and otherwise, in song, in rhythm. The abundant life is promoted by the opportunity, at times, to be alone in the hills, in the storm, beside the sea; at other times to mix with the crowds and be part of the social gathering, the convention, the organization, the camp, the recreational games.

In this new era, we shall not be content until all men shall have an opportunity to have some work, some income, some leisure, in order that they may have a part in the abundant life contemplated for each man from the beginning.

We shall not be content in the country until we have leaders in every rural community who may teach us the ways of nature, lead us in our studies, and bring us together in more abundant recreational life and social living. Education must be brought to the door of every man who wants it and can't bear the expense of attending institutions outside his community to get it. That is why we are training 350,000 volunteer Extension leaders in agricultural home economics and recreational projects in our Cooperative Extension work and that is why there is needed the help of vocational schools and universities in the further expansion of that work.

The Women's Division, National Amateur Athletic Federation will hold a Christmas Dinner Party at The Town Hall Club, 123 West 43rd Street, New York City, on Thursday, December 27, 1934, at seven o'clock in the evening. There will be a few short addresses by outstanding speakers and reports of progress by the Federation. Tickets $1.50 (including tip). Make reservation through the NAAF, 303 West 42nd Street, New York City.

Outdoor Indiana—Under this title the Indiana Division of Agriculture, in cooperation with the Department of Conservation, is publishing a monthly magazine designed to acquaint the residents of the state with the beauty of its outdoors and the facilities and activities available.

Oakland's Christmas Pageant

By HARRY E. TROXEL

"PEACE ON EARTH, Good Will to Men." John Mullens feels it long before he has entered the Municipal Auditorium to witness the gorgeous festival—Oakland's Christmas Pageant. He pauses for a moment in his walk about Lake Merritt. The lake has been surrounded with a necklace of lights in celebration of the holiday season. Ahead of him he sees the seven huge fir trees, festooned with myriads of lights and tinsel, set in the great arches on the north side of the Auditorium. His heart is filled with the warmth and joy of Christmas. He loves the reflection of these glittering trees in the placid waters. But he will come again to enjoy this quiet scene for the decorations will be there for another week.

He must rush along for he does not want to miss one bit of the festival. Already the Auditorium is filled. There seems to be thousands there. How different the great arena appears at this time! All the people are seated in the balcony, for the entire floor space has become a stage set as a beautiful forest. Fairy magic has been at work again! As the lights slowly come up he sees gilded thrones, more tinseled and lighted trees with glistening snow at their bases.

A hush comes over the audience as the symphony orchestra, screened from the stage with dozens of fir trees, plays Rimsky-Korsakov's "Christmas Eve Suite." The entire stage is bathed in steel blue light. A fanfare of trumpets is heard in the distance. All eyes turn toward the main entrance of the stage. Twenty heralds, dressed in the traditional costume, have announced that the pageant has started.

John Mullens glances at his program again as the orchestra plays the opening number of Oakland's nineteenth civic Christmas celebration.

LIGHT OF THE WORLD

Theme

"We keep today a very, very, old feast. Men have called it by many names. One of the best is the Feast of the Birthday of the Sun. The sun has a birthday like the rest of us, and for primitive man his was the most important. He began life all over again at this season of the year. Long centuries back men grew apprehensive as the sun continued to sink lower and the nights to grow longer, colder and darker. Therefore, every year at this time, when the sun burned low like a candle beginning to flicker, man went forth at dawn, and rejoiced when he saw the sun rise and the darkness vanquished. To celebrate this he made a mighty feast. In the course of time, however, this victory of light over darkness came to have a deeper significance, and man began to think that light should shine within his own heart, dispelling the darkness of hate and strife. Then it was that this season of celebration was filled with the new light and warmth of kindness and goodwill. Man brought

Three Hundred Fairies Add Thrills to Oakland's Christmas Pageant.

Courtesy Oakland Recreation Department

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into his home that most beautiful of trees, our Christmas tree, green and bright even in winter, and set lights to shine on it like stars when the night is dark. It is a beautiful festival celebrating the banishment of darkness, ignorance, selfishness and ill-will by this new light of hope, love and kindness. Today man observes at Christmas time, not the birth of the sun in the sky, but of the Son of Righteousness, the Light of the World."

Overture:

"Polonaise" from "Christmas Eve Suite" (Rimsky-Korsakov) ..... Orchestra

PRELUDE

THE LIGHT OF THE SUN

Time, the Weaver, through countless hours reveals to us the Christmas Spirit

The Heralds .....Westlake Junior High School
Father Time .....Mr. Harry M. Caldwell
Messengers and Hours
Bret Harte and Elmhurst Junior High Schools
The Birthday of the Sun is Celebrated:
Sun and His Rays.....Oakland High School, Junior High Section
The Wind and the Rain Herald the Storm King:
Storm King and His Court
Lockwood Junior High School
Wind .....Lockwood Junior High School
Rain .....Rockridge School
Time Calls the Court of King Winter and the Snow Queen:
The Snow Court .....Y. W. C. A.
The Snow Flakes Cover the Earth With a White Blanket While Jack Frost and His Sprites Hang Their Crystals on Every Tree and Bush:
Snow Flakes and Frost Sprites
Franklin and Bella Vista Schools
Frost Fairies .....Lakeview School
King Winter and the Snow Queen Call Forth Their Sports:
Snow Frolic.....Woodrow Wilson Junior High and Emerson Schools
Snow Men and Ladies .....Lafayette School
Skaters.....Peralta and Washington Schools
Sleighs and Toboggans
Golden Gate Junior High School
Vanquishing the Darkness, The Sun Calls the Evergreens Which Still Carry His Warmth and Light:
Poinsettias.....Herbert Hoover Junior High School
Holly and Mistletoe..Durant and Longfellow Schools

PART I

THE LIGHT OF PEACE, LOVE AND KINDNESS

There comes the Light of Peace, Love and Kindness to gladden the hearts of all men, banishing the darkness of hate and strife, and causing men to feast together and give.

The New Light Appears:
Hamilton Junior High and Jefferson Schools
The Christmas Bells Ring Out Good Cheer:
Bells, Wreaths and Carols
Crocker Highlands School
The Christmas Elves Call The Reindeer to Bring Santa Claus:
Elves.....Clawson, Stonehurst and Burckhalter Schools
Reindeer .....Garfield Junior High School
Drivers...Mosswood Playground
Santa Claus Opens His Wonderful Pack:
Santa Claus .....Capt. William I. Day
Doll Buggies and Scooters.....Glenview School
Balloons .....E. Morris Cox School
Hobby Horses and Balls.....Lazear School
Soldiers and Dolls .....Parker School
Jacks-in-the-Box .....Lincoln School
Hoops and Teddy Bears.....Maxwell Park School
Clowns .....Melrose School
Jump Ropes.....John Swett School
Santa's Helpers Draw in the Most Beautiful of Trees, Our Christmas Tree, the Tree of Light:
Santa's Helpers.....Claremont Junior High School
The Tree is Decorated With Popcorn, Tinsel, Bonbons and Stars:
Bonbons, Popcorn, Tinsel and Stars
Allendale and Laurel Schools
Boys From Back of the North Wind..Sequoia School
Pierrots and Pierrettes Bring Merriment
Hawthorne School
The Candy Stick Parade: Whittier, Chabot, Cleveland, Manzanita Schools

PART II

THE LIGHT OF THE EAST

A great and beautiful light blazes in the Eastern sky, and the Christmas Star brings lasting peace.

The Spirit of Christmas.....Miss Louise Jorgensen
The Christmas Fairies—
Santa Fe, Markham, Piedmont Avenue, Fruitvale, Dewey, Burbank, Grant, Horace Mann, Cole, and McChesney Schools
Tableau—The Son of Righteousness, The Light of the the World Is Born in Judea:
Tompkins School and Alexander Community House
"Oh, Come, All Ye Faithful," Audience and Participants

Time, the Weaver, leaning on his scythe has come to reveal the true Christmas Spirit, and is seen calling forth the countless Hours. These Hours are sixty girls dressed in graded tones of yellows, blues, lavenders, and oranges and are dancing to the lovely rhythm of the "Dance of the Hours." Hardly have the Hours grouped themselves about the throne of Father Time, when a great processional starts. It is the Sun King and his attendants, the Rays of Light. The colors of their costumes radiate warmth in yellows, golds and oranges. With great ceremony the Sun King steps from his chariot to take his place on a jeweled throne.

Oh, look! Look what is coming! There is a rush of Wind and Rain, a great chariot thunders in, lightning flashes—the Storm King has brought forth the white Christmas. Snow is covering the trees and ground. It is time for Jack Frost with all his Sprites to prepare for the Winter Sports.

John Mullens wonders at it all. Only children have been participants. There have been

The Christmas pageant described in this article was arranged, directed and managed by Mr. Troxel, Supervisor of Boys' Recreation and Educational Dramatics with the Oakland Recreation Department. The pageant is one of the highlights of the festival season.

no pauses in the program and every little dancer seems to know just what to do, and apparently is enjoying it to the utmost. Not a word has been spoken and yet the story unfolds so clearly. Music, dancing, pantomime and costumery have done it. As he looks down upon the stage the grouping and dance figures have made beautiful pictures.

John Mullens had been a school principal. He is now a Recreation Superintendent and has come to Oakland, California, to see fifteen hundred children participate in a great civic festival. While he did so want to stay and see more of the performance, he wished even more to go back stage and witness organizing that kept so large a pageant moving so swiftly—without confusion. He soon found the pageant director who asked a group leader to take him to the dressing rooms. As he visited he saw the groups dressing in their costumes and making ready for entrance calls. The playground directors in charge were telling stories, playing quiet games or instructing the participants how to make simple paper toys. Wonderment was expressed at the smartness and freshness of the costumes. It was explained that these costumes were all made and cared for by the Oakland Recreation Department Costume Division.

A call boy entered the next dressing room and quietly spoke to the playground director in charge. It was time for this group of ninety junior high school girls to take their places in the entrance wings and await the music cue. Although a Russian Christmas Story was interrupted, the girls enthusiastically started for their stage entrance. It was the beginning of Part I and John Mullens wanted to witness the direction of the groups from back-stage, to see the five property men at work, and to learn something of how the cues were given to the orchestra leader.

Santa Claus is about to open his pack of Toys. One hundred and sixty-eight boys and girls, costumed to represent soldiers, dolls, balloons, hobby-horses, bouncing balls, jacks-in-the-box, teddy-bears and clowns are lining up in the wings. The supervisor and his two assistants are directing these tots—not one over ten years of age—to their places. Each one of the eight groups is under the supervision of a playground director. But all must be ready in four minutes. Five property men are swiftly but quietly working to give out eighty-seven properties. The signal flashes from the pageant director to the orchestra that all is ready. Three great doors open and the music starts. In six minutes the dance of the Christmas Toys is over. Not a participant had lost a step in this character dance. Unnoticed, properties are gathered and stored in the props room.

Preparation for the Production

But how could fifteen hundred children be so trained that a performance could be so spontaneous; that there was no trace of self-consciousness; that there was not a moment's hesitation and that all was over in less than two hours? This was new to John Mullens. He was told that careful organization, educational methods, absence of strain at all times and the keen interest of all concerned were the keynotes. Preparation was complete the day before the performance and every one had sufficient time to relax and work free from any stress.

The entire production was under one director who worked with committees on organization, properties, stage setting and lighting, costumes, finances, dances, dressing rooms and publicity. Through the close cooperation that exists between the Recreation Department and the Oakland public schools, all groups were rehearsed in the schools during the physical education periods. Each one of the fifty-six groups was rehearsed but once on the festival stage. The first performance was the first mass and dress rehearsal of the entire cast.

The lights are lowered for the closing number of the lovely Christmas Pageant. John Mullens has returned to his seat. Three hundred little girls from five to seven years of age, dressed in white fairy costumes, wearing silver crowns and gauzy wings, and with trumpets lifted to the lips are ready to enter. The Christmas Fairy is finishing her solo dance. The music swings into a happy rhythm as she calls these tiny tots. Will they never stop coming? The entire stage is filled with these joyous Christmas Fairies. Brilliant spot lights are centered on them as they finish their dance and kneel. The Christmas chimes ring out. Three hundred tiny voices sing "Silent Night" as the curtains part on the tableau stage. John Mullens does feel the true spirit of Christmas as he watches the beautiful living picture of the Nativity. Thousands of others feel it, too, as they sing "Oh, Come, All Ye Faithful." The Pageant is ended. "Peace on Earth, Good Will to Men."

John Mullens hurries back-stage — his eyes

(Continued on page 454)

Summaries of Discussion Group Meetings at the Recreation Congress

Eight minute reports of the section meetings at the Recreation Congress were presented to the entire group each day in order that all the delegates might have the benefit of the information presented at and the ideas developed in these discussion meetings. As at previous Congresses, these summary reports were greatly appreciated and proved a most valuable feature. Reports of the other discussion meetings at the Congress in Washington, D. C. appeared in the November issue.

Problems in Cooperation Arising in Community Planning for Play and Recreation for Youth and Other Age Groups

By Oscar A. Kirkham
Deputy Regional Scout Executive
Boy Scouts of America,
Salt Lake City, Utah

Cooperation by many recreation groups in many of our cities is going forward. Washington, D. C. tells the story of its organization of private and public agencies under a city-wide organization, cooperating on play days and other similar activities. In Boston, through the activity of the recreation agencies, the city planning board has made recreation facilities one of its prime objectives.

Under the direction of the Institute for Juvenile Research of Illinois and the Sociology Department of the University of Chicago, an extensive program of practical experimentation in the abatement of juvenile delinquency was started in Chicago about two years ago. It followed a study of a definite section of the city, known as the bush, with a juvenile population of close to a thousand boys and an equal number of girls. It is known as the Area Project. Churches, parks, playgrounds, schools, graduate students of the university, local private agencies including settlements, the Y. M. C. A. and a number of community organizations were enlisted in the enterprise. Several workers were employed under one of the foundations which lent support to the undertaking.

The known delinquents, it was found, were unable to fit into the existing groups and activities of the neighborhood. This situation required special attention and churches, schools, the Y. M. C. A. and the parks have made special arrangements for new group undertakings, in some cases even building new rooms and providing new equipment to carry on such a special program. It is too early to announce the results of this five year experiment but it is cited as an example of cooperation in a special undertaking on the part of public and private agencies and of community forces and research workers.

In Kalamazoo, Michigan, recreational agencies are cooperating on leadership training, city-wide social dancing and a special study of recreation in their community. A number of cities have organized on sex and age group lines. In the western cities cooperation has been developed for leisure education, recreation and character building.

We suggest that the magazine, "Recreation" continue to carry stories of successful cooperative projects. We are all happy to learn of a recent national cooperative effort of many national agencies and we recommend the careful reading of their bulletins, just issued. The titles are, "How to Tell People About Character Building," "Leisure Time in Character," and "New Facts About Old Friends." These may be had through the Association of Community

Chests and Councils, Inc., 420 Lexington Avenue, New York.

We must work out a good technique of worthy cooperation in which many types of machinery may be used. The selection of leadership will require great care and real strategy. We will get together best, perhaps, and learn our lesson early by undertaking something, but let it be of a general nature and not too difficult. If it is done well, it will stimulate our enthusiasm for bigger and more needful work.

It might be that with the many fine suggestions before us of this National Congress, we could go home and cooperate in "putting over" a conference with local leaders for "Recreation and the Abundant Life."

If we keep our hearts set on high ideals, are not seriously concerned with who will get the credit, and conduct ourselves worthily, cooperation will follow.

The first session of the recreation executives' meeting held prior to the opening of the Congress was devoted to a discussion of questions relating to cooperative thinking, planning and action on the part of local agencies in the recreation and leisure time field. According to one observer this meeting "gave testimony to the general determination that out of our bitter experience of material want we shall move unitedly toward a compensating spiritual betterment in our social order." The report of this meeting appeared in the November issue.

Widening Horizons Through Contact With Nature

By Dr. Bertha Chapman Cady
Naturalist, Girl Scouts, Inc., New York, N. Y.

Harold Bryant, chairman of the session, opened the meeting with the request that those present consider the significance of the wording of the subject given us to consider. At no time has it been of greater importance to men and women who are faced with innumerable problems of serious import, that they have a wide view of the world of reality. Their horizons should not be limited by over-specialization or myopic vision. The great contribution a group like this represents can make is through enlarging opportunities for *direct contact* with man's environment and illuminating that environment with fuller understanding and appreciation.

Defining the peculiar part we as leaders in fields of volunteer activity should play, it was held that our aim should be toward opening greater opportunities for this first-hand contact with nature to larger numbers of people; to stress the appreciation of the beauty and the wonder of the outdoor world; to refrain from too great emphasis on the planning of programs and activities so that Nature might have more of the individual's quiet leisure to make her own appeal to that inner yearning — to the spiritual hunger if you will —that is in every human being. We leave to the school and the other educational systems the specific obligations involved in the *study* of nature.

Many valuable suggestions were made by men and women attending the session. Gardening offers a wide variety of direct nature contacts. Experiences with individual gardens, the utility and large community garden, specialized gardens such as the Indian, herb, geographic, zonal and botanical garden were discussed. The beautification of roadsides and vacant property and fence gardens frequently extend into larger community concerns.

It was urged that the emphasis be placed on the beauty, the educational and aesthetic values of the garden, rather than the economic. The wonder of the sprouting seed is of primary importance rather than the fact that a ten cent packet of seed may produce vegetables which can be sold back to mother for two dollars and a half.

Generous contributions were brought to the group in the form of interesting experiences and observations in other parts of the world where nature education has become a vital part of the life of the people, old and young. South America with its extensive community center in Buenos Aires, Japan with its annual pilgrimages to Nature's beauty spots and its rich Nature symbolism, China the "Flowery Kingdom" to which we are so deeply indebted for many of our most beautiful garden plants, and Germany with its little garden movement and its children's botanical and zoological gardens where the close inter-relations of plant and animal and human life are made clear to even the youngest of the children in the schools.

It was shown by isolated examples that here and there in our own country similar activities are being carried on. It was the general feeling

that every effort should be made to extend these tried experiments and proven successes to a far wider area and that this be done as rapidly as leadership can be provided.

It was demonstrated repeatedly that this larger opportunity for direct contact with the out of doors can best be accomplished by fuller cooperation with existing organizations. Many communities are already making use of such groups as the garden clubs, museums, zoos, trail clubs, park boards, foresters, nature clubs, aquaria, botanical gardens and astronomy societies as well as the various organizations of youth such as the Boy and Girl Scouts, Campfire Girls, Pioneer Youth and others. More and more it is being recognized that these groups offer excellent sources from which trained volunteer leadership may be drawn.

It was unanimously agreed that the weakest place in the recreation program is in the lack of qualified nature leadership. With this in view it was recommended that immediate attention be given to strengthening the leader training courses both in knowledge of nature material and in ways of presenting it to youth and adult groups. Many more opportunities for such training should be provided for prospective leaders.

Nature activities may be carried on in connection with the playground centers in practically every community. The equipment need not be great. A plot of ground for gardens, a few inexpensive tools, a children's zoo, an aquarium or garden pool, leaders for nature excursions and walks, a nature trail or a nature treasure house are not impossible additions to many playgrounds.

What Schools Are Doing to Prepare Children for Abundant Living and Give Them Abundant Life Now

By Dr. William H. Holmes
Superintendent of Schools
Mount Vernon, New York

One of the best things about the conference was that we didn't all agree. There was considerable difference of opinion. There were certain things, though, on which we did agree. First I want to tell a story that will show, perhaps better than a description, what I mean.

Several years ago I was taking a hike one Saturday afternoon with some adolescent boys sixteen or seventeen years of age, out through the woods near the town where I lived. As we were going up over a hill we met a group of what I knew to be first and second grade children and they waved their hands to me and said, "Hello."

I said, "Where are you going, boys and girls?"

They said, "We are going to school."

Then those adolescent boys and girls gave a merry Ha-ha, and said, "Well, going to school on Saturday afternoon, going to school on Saturday afternoon!"

Yes, they were going to school on Saturday afternoon because for them the public school was a great adventure. Education, when it is educating for the abundant life, is a great adventure and I regard recreation as a part of education for the abundant life.

Now what is the abundant life? We have education for life—we agreed on that—but education is the whole of life, and education may be very dreary and drab or it may be really abundant. We are concerned with education for the abundant life.

Education for the abundant life means education for health—bodily health, mental health, and social health. So long as we send children back into the slums to be infected with those festering sores of ignorance, vice and crime, they are not being educated for the abundant life.

Then education for the abundant life is education in the school subjects which used to be considered nearly all of education. We have got to have right guidance along those lines. Then it is education for social adjustment, adjustment to the different groups, the home group, the school group, the church group, the community group and the companionship group—that is the most important group of all. It is education for vocational adjustment, which is becoming more and more important in these days when children and youth don't know where they are going in the end—don't know where vocation is going to lead them.

It is education for leisure time, education for

knowledge of the best books or a love of the best books, the best moments of the great and good men of the world. It is education in music, the creation and appreciation of music, the creative arts, handwork as a form of art—all of those things.

And then perhaps the most important of all, a spiritual education for spiritual and moral adjustment, keeping in mind the big things of life, knowing that there is a Creator, knowing that there is a stream of life ending in the great ocean of opportunity and not in the desert sands, knowing the way of life is built by men of freedom and not by a pre-determined unit of humanity. Those things are important; those things constitute education for the abundant life.

Now, what are we going to do? First, we have got to have an intelligent community, intelligent men and women — more especially, intelligent parents — and that is why the parent education movement is so significant. If you can get the parents and the intelligent citizens back of your school program, you can have education for the abundant life.

"We may expect that in the future the public school system . . . will provide expert direction of social, educational and recreational activities for people of all ages—for children out of school hours, for youth awaiting employment, and for adults who will have much leisure time at their disposal. The education of parents in the proper rearing of children and in methods of cooperation with the school will become a responsibility of the school." — *Edwin C. Broome,* Superintendent of Schools, Philadelphia, Pennsylvania.

And then you have got to choose as the administrators, boards of education. If you have the right type of parent-teacher education, you can develop the right type of board member who will serve on the board of education and see that the children get their just deserts.

Then come the decisions in regard to money. You can't have good schools unless you have money. Here was the disagreement. I am sorry in one way that James A. Garfield said that a school was a log with a teacher on one end and a student on the other end. We don't need that log any longer. We must have boards of education that will ask, of course within reason, for adequate school funds and we must have people intelligent enough in the community and on the boards of education who will know what the community can stand in the way of school expenditures and not let the politicians and the manufacturers tell them what can be spent for the right kind of education.

And then, of course, they must be ready to build, not logs for school houses, but beautiful edifices—and every child in these United States deserves a beautiful school building in which to spend his school days, not luxurious but beautiful.

Where there is one beautiful school house there are ten thousand office buildings and a thousand banks and a hundred or several hundred warships. We can afford to have beautiful buildings for our children. In the end we should go out from the school, back into the homes, and eliminate the slums. So long as there are slums and slum children no nation has a right to hold up its head.

And then, and this is where we sometimes differed a bit, we said that boards of education in the community should employ the highest type of men and women for teachers, trained in the best of educational institutions, and the compensation should be adequate, so adequate that it will attract the right type of men and women to the educational profession, rather than to banking, business and the many other lines. And when I am talking about education, I am talking about recreation. A man or woman in education has a right to have enough money to live comfortably and not be worried all the time about his own existence and that of his children.

There was one point that I thought was particularly destructive. One of the members of the conference said that he thought in his city there was some disagreement brought about by the unprogressiveness of certain teachers and that unprogressiveness was due to the fact that the older teachers who are on tenure weren't progressive enough—they weren't willing to change their ideas. I say in general that is not so. It might be so in many cities but I know that the teachers in my state, and I know many of them, in general are teachers who stand for the best things in education.

I know that the security that tenure gives them is one of the greatest safeguards that we have for education. A teacher who is sure of her position doesn't have to worry lest some little politician or selfishly interested person say, "If you don't do this, you have got to worry about your job." A teacher who is subject to that sort of domination is no kind of a teacher to have near my child.

Yes, my friends, education for the abundant life is here in some places, but only in a few places. We have got to understand this: That education which gives a child a chance to really express himself, to grow into life, has only just begun. We are only in the morning of life and the vast day stretches out before. We must concern ourselves for the education of our children if we want to have education for the abundant life.

Problems of Board Members Responsible for Recreation and Park Services

By MRS. PAUL REVERE REYNOLDS
Westchester County Recreation Commission
White Plains, New York

THERE SEEMS to be a universal agreement that somehow there must be better coordination of all educational, recreational and cultural services. This must come about in order that the equipment of public schools, community centers, playgrounds, churches and park facilities may be fully and wisely used.

The point was made that the public pays for public buildings and that it has a right to demand full use of these buildings; that a school building does not belong to the school board, the church parlors to the minister or a community center to the manager. Insofar as public or private funds have been given for the erection of a plant, that plant belongs to the people of the community. The money invested by the community in its erection is wasted when it is idle.

The necessity of educating the tax payers who demand service of the public schools not covered by their budgets must progress to the point where we will "tell the world" not only what we want but that we are willing to pay for what we want through our taxes.

Several persons suggested the value of rotation of officers of commissions. The question of what standards board members might be expected to have in carrying out the recreational projects presented a difficult problem. But executives and board members present seemed to feel that between the background of local experience of the board members and the training and experience of the executives, standards were developing and crystalizing.

The need for community understanding, not only in order to secure funds either public or private, but for getting as many people as possible to use the resources offered, can best be secured by a recreation board or commission which works actively and which is not simply a group to approve work planned and carried out by the superintendent. The view was expressed that a superintendent, if he is competent, has technical knowledge which the ordinary board member does not possess. In securing public support, however, and in helping to interpret local recreation service, active boards are indispensible.

The debt which local park and recreation boards owe to the National Recreation Association for its leadership in many sections of the country was repeatedly expressed.

The group also seemed to agree that the word *recreation* was not the final term for the work which we are doing. It seems too trivial a word to cover the needs of people who want to read difficult chamber music in a congenial group; who like making a local survey; enjoy studying the mechanics of writing; get fun out of learning to build an engine or develop a photograph. We need to find some word all-inclusive for all the joys which we know, in what are theoretically our hours off.

Comradeship Through Social Recreation

By E. O. HARBIN
General Board of Christian Education
Methodist Episcopal Church, South
Nashville, Tennessee

THIS GROUP concerned itself chiefly with social recreation for the two sexes together. Such questions as the following emerged in the discussion: How do you get men to attend these social affairs? What are the activities in which men are most interested? What are types of activities in which women are most interested? Is social dancing *social* recreation? Can such

activities as sketching, apple paring, and the like provide social recreation for large groups? To what extent should we use organizatons already functioning? To what extent shall the group itself participate in the planning? What should a program of social recreation do for the individual?

Several things were evident as a result of the discussion:

First, that even professional recreation leaders are in danger of regimenting people into stereotyped forms of recreation because it is the simpler and more obvious thing to do.

Second, that there is great need for broadening the average leader's conception of the possibilities in social recreation for helping people to find abundant life. Stuart Chase, in a recent magazine article, said, "The battle is on between those people who know the values of life and the high-pressure fraternity that would fill life full of jumping jacks."

Third, that if we would help people find the greatest satisfactions and benefits from social recreation we must help them broaden, deepen and enrich life by helping them find a great variety of worth while interests. High-level fellowship can only be had where the members of the group have mutual high-level interests.

Fourth, that there is great necessity for a well-planned program of continuing activities in any situation where the leaders desire to build the spirit of friendliness. Sporadic efforts will not suffice. Fellowship is a matter of time —time spent in happy activities together.

Fifth, that in order to interest people in a well-rounded program of social recreation it is necessary to take evident and potential interests into account.

Sixth, that it is necessary to have whatever groups you want to reach represented in the planning of the particular activity.

Practical suggestions were made about finding fellowship through such activities as sketching, handcrafts, reading, discussions, folk-dancing, apple parings, dramatics, table games, parties, banquets, bonfire rallies, hikes, community sings, stunt nights, roller skating, recreation institutes, hobby clubs and rural-urban choruses.

In conclusion let it be said that social recreation must be *social*. That isn't as simple as it sounds. Check up on your activities to see whether or not they have achieved a high degree of sociable spirit. Social recreation should build a happy spirit of friendliness in the group so that each member spontaneously shares his joy with all the others.

The spirit desired is the spirit expressed in Scout Jack Crawford's poem:

"If a bit o' sunshine hits you
After passin' of a cloud—
If a fit o' laughter gits you
And your spine is feelin' proud.
Why up agin' and fling it
At a soul that's feelin' blue,
For the minute that you sling it
It's a boomerang to you."

There were many occasions at the Congress when the delegates gave a demonstration of comradeship through social recreation. A play hour was conducted by Robert Murray of the Association's staff on the opening evening and a period of social dancing was arranged for Wednesday evening. Following other evening sessions, however, groups of delegates assembled for informal periods of social recreation at which there were a free exchange and demonstration of new games, dance figures and other social activities.

A bulletin describing the games used at the play hour is available on request from the Association.

How to Provide Recreation More Adequately For Women and Girls

By Floyd Rowe

Director, Bureau of Physical Welfare, Board of Education, Cleveland, Ohio

THE MEETING was presided over by Mrs. Ellen S. Woodward, Director of Women's Work, Federal Emergency Relief Administration. So much interest was shown in this meeting that an overflow crowd necessitated moving to a larger room. The program was divided into six sections, each with a discussion leader.

Miss Dora Dodge, Director of the Worcester (Massachusetts) Girls' Club, pointed out some of the problems in working with underprivileged girls. In her opinion the provision made for girls up to 15 years is the weakest spot in the program. Little girls are less spectacular than boys, don't "gang up" or get into trouble; therefore they are not provided with an adequate program of skills instruction during their earliest years. In dealing with girls 15 years and over, leaders often fail to provide the right program, forgetting that the girls want activities with boys.

Miss Ruth Swezey, Director of Recreation in Wilkes-Barre (Pennsylvania), discussed the selection and training of women workers, especially those provided through the F.E.R.A. Directors must first find leaders—then build programs around them. Through F. E. R. A. leaders we can demonstrate the needs and values of a wider recreation program for girls and women. We must "sell" recreation for girls to our community now, looking toward the day when we will need local funds to supplement money from federal sources. Leaders must provide activities for girls and boys, men and women *together*. F. E. R. A. leaders show a real professional spirit and response to training.

Mrs. H. R. Harvey, Director of Recreation in Lansing (Michigan), opened the discussion on activities for industrial girls and older women. The program for girls in industry must be an evening program, preferably out of doors and as active as possible. Reference was made to the phenomenal growth of softball, with highly competitive teams playing under flood lights before thousands of spectators. This interest is a challenge to all women leaders to provide adequate direction to girls' athletics. Lack of such trained leaders presents a serious problem. Although most industrial girls prefer active games and sports, older women want varied activities, gymnastics, music, dramatics, handcraft and social activities.

Miss Edith Gates, Director of Health Education, National Board of the Y. W. C. A., presented the results of a two year study of interests and participation of young employed girls in physical activities. It was found that girls are interested in many physical activities but that lack of facilities and the high cost keep them from participating. Older girls hesitate to attempt learning new skills, therefore little girls should be taught skills in preparation for their later play hours. Girls should learn games where two or three may participate, such as golf and tennis, rather than place too much emphasis on team games of high organization.

Miss Ethel Worth, State Director of Recreation with the Extension Service in New Hampshire, discussed recreation for rural women from eight to eighty years of age. Activities range from folk dancing to simple equipment games and from motion songs to coordination stunts. Camps from three to six days in length give the women freedom from household cares and provide opportunities in nature study, games, singing, dramatics, swimming and boating. Youth conferences for girls and boys between the ages of fifteen and twenty-five years train young people in recreation institutes. Requests, chiefly from women, are being received for singing schools, play festivals and grange programs.

Miss Ethel Perrin of the American Child Health Association and the Women's Division, National Amateur Athletic Federation, emphasized the importance of standards for girls' athletics. There is a need for wider understanding of these standards on the part of enthusiastic but untrained leaders on F.E.R.A. projects.

In summarizing the discussions, Mrs. Woodward called attention to the following points which need attention:

1. More recreation for girls and women of all ages and fuller use of all available facilities.
2. Absolute necessity for recreation leaders to "sell" the program for women and girls to the various communities.
3. More projects for the employment of women under F. E. R. A. "Remember the Forgotten Woman."
4. More imagination in the planning of programs for girls and women. "They all want romance."
5. Most important of all—with the probable decrease in federal funds we must see that local communities help in providing funds to match federal allotments.

Highlights of the Meeting

1. Teach skills to little girls.
2. Provide boy and girl programs for girls over fifteen years of age.
3. Pick your leaders—then build your programs.
4. Provide more facilities at less cost.
5. "Sell" the girls' and women's program to your community.
6. Get older women into the program.
7. Look out for dangers in girls' athletics.
8. Emphasize the high standards of the N. A. A. F. in athletic competition.
9. Find ways of securing local funds to supplement federal funds.

What Services On Hobbies Should Local Recreation Departments Be Prepared to Give?

By E. Dana Caulkins

Superintendent
Westchester County Recreation Commission
White Plains, N. Y.

As we faced this subject, we were conscious of the fact that recreation leaders are somewhat in the position of having to set their sails to catch the breeze from a wild wind which is starting but with the starting of which they had perhaps very little to do. We went further than that and considered that in addition to catching the breeze—if a wild wind can be gotten hold of —we should try to influence that wild wind and give it some direction so that for the masses of our people this hobby of wild wind may result in not simply upsetting people but in making for progress.

We didn't attempt a final definition of the word *hobby*. However, we did recognize the fact that if that word is going to mean something, it must be used with more definiteness and there must be some limitations put upon the field which it covers. Then we had two or three suggestions to offer.

A hobby is an absorbing interest, something which can be carried on alone, which doesn't require group organization. Most of the discussions of hobbies have inferred that they include primarily *things* and the collecting of things, but we don't think that the ultimate definition of hobbies will be limited to those fields.

A warning flag was run up that hobbies may be vicious. We didn't decide that golf was a hobby but at the same time we do know that there have been many instances where interest in the game of golf has become so absorbing that we have had our golf widows and our golf orphans. In some instances—in many instances, perhaps—such a selfish absorption in one activity has been harmful to the balanced development and enjoyment of the life of the individual and has caused annoyance to his friends and relatives.

I am reminded of a little story of the Chamber of Commerce secretary who was "batting" for the agricultural expert at a meeting of farmers. He knew about business but he didn't know much

In such classes adults are being trained in skills which may later become hobbies.

Courtesy New York State Board of Education

about farming. The subject to be discussed was, "The Culture of the Velvet Bean." He was able to read the paper that the agricultural expert had sent for him to deliver in his absence but after he had finished, one of the farmers raised the question, "When do you plant the velvet bean?"

He had no idea in the world as to what he should say but he had to give some kind of an answer so he said, "Well, you plant it early." Then observing that that didn't seem quite to satisfy his audience, to be definite he said, "But brother, not too early."

So hobbies should be absorbing, but not *too* absorbing.

We decided that it is not a matter for a public recreation department to promote or stir up interest in the expensive hobbies such as yachting, collection of antique furniture and so on.

The point was made that in this swing toward hobbies we are really following a tendency which is general in our movement, and that is of swinging away from *events* toward *services*. The topic is, "What services on hobbies should local departments be prepared to give?" I will go over briefly some of the services that are being rendered and which we felt should be rendered by public departments of recreation.

In the first place, it should provide places and spaces where hobbies may be cultivated, to be continued elsewhere in the home, the backyard, the cellar and so on, and also equipment and materials for the joint use of many. This service may be either free, if provided from tax funds, or the individual using the equipment may be expected to pay a share of the cost.

A second service is that of publicity, publishing by press, radio, special printed leaflets and so on information concerning the wide range of hobbies and examples of great hobbies, local and world wide.

It may also serve in the establishment of such activities as hobby fairs. An interesting report was given on a girls' hobby fair in Cincinnati with an attendance of seventeen thousand. As many of you know, the Chicago Recreation Department has conducted a rather elaborate demonstration of the actual making of things at the Chicago Fair.

Another type of service which has been rendered and which we felt should be rendered, is training children as well as adults in classes or by other informal methods, in those skills which may not immediately result in hobbies but which may later become hobbies.

Of course there is no such thing as a new hobby for an individual. Nothing becomes a hobby with an individual unless it is old with him and most hobbies involve some considerable degree of skill which has to be cultivated over a considerable period.

The matter of club organization for cooperation and exchange between individuals having the same hobby was referred to yesterday in an interesting report of a survey of the hobby services provided by sixty-eight recreation departments in cities and communities. The outstanding services—the services most commonly rendered—were: First, the promotion and guidance of hobby interests; second, the provision of shops and other places for hobby activities; third, the provision of materials, either free or at cost, affecting a saving to the individual through wholesale buying.

I think that I had better just give you a final suggestion as to sources for further information on this subject. Mention was made of the National Recreation Association's bulletin Number 3010; of the very interesting and detailed diagrams and descriptions of methods of making things which have been prepared by the Chicago Park Department; and of the publications distributed at a low price by the Leisure League of America with headquarters in Rockefeller Center, New York.

Several of the publications on hobbies referred to by Mr. Caulkins in his report of the section meeting on this subject are reviewed in this issue.

Recreation That Builds Home and Family Life

By Mrs. James Humphries, Jr.
State Recreation Chairman, N. J. Congress of Parents and Teachers, Montvale, N. J.

Mrs. Ivah Deering expressed the need of defining the term home in terms of present day experience. She said: "The home today is not a solidified section of community life, but a highly energized atom capable of an infinite amount of power for growth or deterioration of its individual members. It can be effective only as a foundation upon which to build enrichments of life for its members, together with that strength which will enable its individuals to face life and themselves clearly and courageously." She stated that parent leadership in home recreation should take only the following forms:

a. Setting the stage for play.

b. Exposure to opportunity for individual play development.

c. Suggestion, without parental domination.

Mr. W. C. Batchelor suggested that a department of recreation may assist in home play through the development of:

a. Home play campaigns.

b. Demonstration of home play activities.

c. Stimulation of interest through publicity and personal contact.

d. Discussion groups.

e. Leaders' training institutes.

f. Give the parent successful experience in leadership.

Clayton Jones stated: "In congested districts a community center is neccessary to supplement family recreation within the house itself. A community center can furnish lubrication of family tensions through family play nights and festivals. The community center definitely aids in the education and Americanization of the foreign born parent so that a more sympathetic understanding of the home play need is developed.

"The segregation of the sexes in play activities during adolescence results in a lack of mutual interest and is a definite barrier to marital adjustment and happiness."

Frank P. Beal pointed out that any successful family recreation must contain the element of *humor.*

From the discussion was developed the opinion that recreation for the home must enlarge the vision, strengthen the body, counteract the overstimulation of the present day, normalize the emotions, draw out individual interests, bring *happiness*, create a spirit of unity of purpose and have a sense of humor.

Concrete suggestions for home play activities included puppet making, sketching, dramatics, ping pong, music, checkers, chess, card games that are alive, work shops, laboratories, gardens, nature study in own garden, camp fires in rear yard, crafts, reading, conversations and children.

Zestful Living Through Music

By A. D. Zanzig

Director of Music Service
National Recreation School
New York, N. Y.

I THINK THAT a report on music can be rather a burden, rather a vexation, because it is so easy to make music that to talk about it is sometimes rather tantalizing, especially among these people here who make it so easily.

Our meeting to discuss the problems with relation to music was especially widely representative.

The public schools were represented, though not officially, the National Federation of Settlements, also the Young Women's Christian Association, the churches, the Boy Scouts of America and the Russell Sage Foundation. In addition, we had the Director of the Professional Division of the Federal Emergency Relief Administration, directors of some of the largest and most important F. E. R. A. music projects in the country, and a good many of our own municipal recreation workers. I think it especially interesting that so many interests were represented at our meeting.

The Chairman, Henry S. Drinker, Jr., was and is an ideal amateur. He is a prominent lawyer of Philadelphia and I can speak of him because I think that what I say of him presents in part what the meeting accomplished. His acquaintance with and love for the best music is greater even than I have found among most professional musicians. He sings and plays himself. He has a family of four children. The parents and children play and sing together just for the love of music. Friends and neighbors gather often at his home to sing together some of the best music. He is a very happy man.

One of the first points that was brought out was the scope of music in recreation and this is best exemplified by the musical activities of the chairman in his own home—though he didn't speak of it, someone else did — where they sing simple folk music and the Bach B Minor Mass, their tastes extending from the very simplest

The general singing at the Congress was the best ever as well as the most ever. By eight o'clock each evening, and sometimes even before then, a large group of people were gathered for singing though the scheduled time for this to begin was 8:15, and on a number of evenings people gathered around the piano after the meeting and sang and danced until past midnight.

The song leaflet issued especially for the Congress, with its Generous Fiddler, the Galway Piper and about thirty other songs, was evidently the most attractive collection that we have yet used. It was entitled Songs Easily Learned and Long Remembered. Any one who was at the Congress must have been amazed at how easily learned the songs were. Another Congress will be needed to show whether they have also been long remembered.

music to the most profound and advanced—all done for the sheer joy of it—and from the most modest skill to the most advanced skill (on the part of a few people). Despite these differences in skill, all can sing happily together.

And another important point was the age range in Mr. Drinker's own group—his own children and also elderly people— childhood to old age. Unlike the pleasures of some other recreational activities, the pleasure of music grows deeper and more radiant as we grow older.

The chairman opened the meeting with a declaration of pleasure that it was sponsored by the National Recreation Association and not by the National Amusement Association. He presented at once the question as to how the most can be made of the relief funds that are now available for the engagement of unemployed musicians. That is a provision which can be very fortunate, as you know. How can these funds be made to have the most constructive and lasting influence?

He suggested that we take a long-range view, that there was coming a bigger field than ever for intelligent teaching and leadership of amateurs, or would-be amateurs. and that there was an increasing desire for music as a way of life and not as a means of display and of concerts.

The first point brought out in the discussion of the question as to how the most could be made of this emergency aid that we are to have was that just as our aim in charity has changed from that of merely *giving* to the needy to helping to make them self-supporting, so our aim in recreational music should be not merely to give music to people through concerts, but to help them make themselves musically self-supporting.

This has nothing to do with money. In other words, the power of unemployed musicians should to the utmost possible be directed towards leading and teaching people to make and enjoy music themselves, rather than toward merely giving them more concerts, though the latter, if good, can be valuable also if good opportunities for growth in understanding and appreciation of music are being offered at the same time.

The first difficulty to be overcome in carrying out this idea has been due to the attitude—I suppose in many cases, perhaps in all cases, a necessary attitude—on the part of the general relief administration and in some cases due to pressure from the musicians' unions. That is, the relief administrators want to employ as many people as possible and as promptly and easily as possible and so have the idea of giving all of the money to forming and maintaining orchestras and bands. The unions like this idea also.

Two years ago in New York City, of $500,000 made available for relief through education and other general cultural enterprises, $250,000 was set aside for New York City and fifty per cent of that amount was designated for music. Three hundred and seventy-five performers were engaged at once at fifteen dollars a week to play in orchestras and bands. Fortunately, a little later, Mrs. McFarland was put in charge and she managed to get authority to employ fifty teachers. There are now about a thousand musicians employed through the New York City project, and 496 are performers, and 496—the same number by a coincidence—are teachers and leaders.

The next question at our meeting was "How to choose leaders and teachers and to train them?" And such qualities as taste, knowledge, imagination, initiative and love of the job and of the people, were brought out. An obstacle to such choice of leaders is the kind of people who are on unemployment relief.

One person brought out the difficulties of getting jobs for ten drummers and five pianists. Three of them couldn't read music; they just "faked" it and that isn't a bad term in this case. He was also given a trombone player who had a persecution complex, and he brought out the fact that this was easily understandable after you heard him play.

There is a good deal of training needed for these unemployed musicians. Among them are unemployed school music teachers, people who have been trained to teach music in schools. They are the most likely people but even they need training in the approach to adults and in the recreational attitude.

Leaders and teachers should operate through existing organizations as far as possible, rather than merely start new ones.

We discussed not only the E. R.A., and the leadership through the E. R. A., but also volunteer leaders. A number of interesting points came up, but since we are to have a continuation of these in the meeting this afternoon, we invite you all to come to hear the rest of this report.

Is It Desirable for the Recreation Movement in the United States to Further Special Types of Recreation Which Require Less of Leadership and Organization? How Can This Be Done? What Are the Activities for Adults Which Practically Run Themselves?

By Frank S. Lloyd

Associate Professor of Education
New York University, New York, N. Y.

A number of major issues were brought to the attention of the conference. A brief summary of these follow:

1. It is necessary that there be created a changed concept concerning recreation. The panel and the floor indicated that perhaps the most important problem confronting the recreational movement at this time is the creation in the minds of the people of a felt need for recreational programs.

2. The question of organization for the future was raised. The consensus of opinion was that it was not a question of *over-organization,* but how we might organize so that we will move into new areas and give an indirect supervision for post-adolescence and a direct supervision for pre-adolescence. It is important that the organization to be set up shall work from below upwards rather than from above downward.

3. It was indicated that the *outcomes must be greater than the activities themselves.* That the outcomes of the promotion and programs must be the development of a more abundant life, and that the mere provision of facilities and activities would not necessarily insure this. While it would be desirable to take a leaf out of the European book of recreation in the promotion of an attitude and desire for recreation, we must avoid very definitely a *laissez-faire* attitude and must utilize the opportunities presented for the promotion of desirable citizenship.

4. The question was raised as to what should be the function of the professional leadership in the newer developments of recreation. The discussion from the floor definitely indicated that this leadership certainly involves utilization more definitely of lay leadership and an increasing democratization in plans of organization.

Softball Problems — Hearings on Present Situation

By Dr. John Brown, Jr.

Secretary, Department of Physical Education
The National Council of the Y. M. C. A.
New York, N. Y.

The eighty delegates who attended this session reported an amazing increase in the game of softball during the past year. There were more participants and more teams. Formal and informal leagues and tournaments were organized in all parts of the country. This increase was beyond the fondest dreams of any advocate of this particular game a few years ago. It was present in all sorts of institutions, affecting all ages and both sexes. Inter-city, district, state and national tournaments were held.

In the national tournament held in Chicago, promoted under the auspices of the Amateur Softball Association of America, forty-six qualifying teams participated, representing over thirty different states and Canada. You can get some idea of the local interest in that game when I tell you that one hundred and twenty-one policemen were assigned to handle the crowd attending it.

It may be a little beside the point, but at least it indicates the interest from a certain point of view that one individual donated a trophy costing eleven hundred and twenty-three dollars to be given to the winner after a series of competitions. The national association which promoted this particular tournament was the outgrowth of a meeting held in Chicago two years ago, convened by the National Softball Association. At this meeting thirty-six different states and Canada were represented and a committee was organized which attempted to codify the existing rules.

I have referred to two different national bodies —the National Softball Association and the Amateur Softball Association of America. The former is sponsored primarily by manufacturers interested in promoting the game because of their desire to sell equipment. It is interested in promoting inter-city games between professional teams with one team in each city. The Amateur Softball Association of America, on the other hand, is a different organization with a different

The widespread popularity of softball is indicated by the Recreation Year Book for the year 1933 when 663 cities reported this activity. Two hundred and seventy-six of these cities indicated the number of different individuals participating in the game which was 352,352. This number exceeded that reported for any other team game including baseball in which 279,654 individuals were reported as participating in 279 cities.

set of officers. It is interested in all-star amateur sports in cities on the part of all sorts of teams representing local communities.

The Playground Baseball Committee of the National Recreation Association has functioned since 1923 in the promotion of the game, particularly along the lines of rules standardization. It was recently enlarged to include representatives of other national agencies interested in this sport and is now known as the Joint Rules Committee on Softball. It is continuing its efforts towards acceptance of one standardized set of rules. This committee is primarily interested in stimulating interest in keeping the game recreational, amateur, as a neighborhood event, contributing to wholesome community play for all. It is representative of the national organizations interested in this sport and has formulated the rules from this point of view.

Now, attempting to summarize some of the things that developed in our conference, I would say that softball is not now for softies. It has shifted from being a game of many names, some of which were bad names, like "kitten" ball, implying that it had nine deaths. In passing, you may be interested in knowing that the official rules now call for seven rather than nine innings. It is no longer going to be known as indoor baseball or diamond ball or night ball, but softball. We hope instead of many there will be but one set of rules, which, of course, may be adapted to suit local equipment conditions.

This game has not had any parent. It has been on the doorstep of many organizations, clamoring for admittance but no one has taken it in. It is now being taken in and it is going to be fostered and we hope that it will grow up as a member of the family of real play and recreative activities in all communities.

Heretofore, this game has been going nowhere. We believe now that it is really starting to go places, with one name, one game, one set of rules, sponsored by one joint committee representing all of the national organizations interested in this sport, with one guide which will be the official handbook.

From this I think that we as recreational workers can get the following suggestive points of view. The game will no longer be classified as a minor game; from our standpoint, it will be a major game. It will not be confined to the playground but have its place really in the neighborhood. We will not think of it as a kid's game but for all age ranges, not only for boys but also for men and for girls and women. Not only will it be a daytime and twilight game, but also a night game. It is coming from obscurity into prominence, from being unorganized to being organized —not for the few but for the many. Continuing to be informal it will also be formal.

The Joint Committee will be enlarged to represent more of the organizations, all of which will be united in the revision of the rules which is now in process. It is hoped the rules will be universally accepted with a view to keeping softball a community game of the people, for the people, by the people, as a means of adding to their more abundant living.

Public Camping—National, State, Municipal

By Charles Lamb

Secretary, Department of Playgrounds and Recreation Los Angeles, California

The playground idea was started with the sand piles in a Boston yard in order to entice the small children off the streets and so protect them and also save the nerves of the drivers of vehicles. It is now extended to the camp idea the purpose of which is to entice persons to the mountains or valleys far removed from the traffic of the city and town and to save their nerves as well as those of the automobile drivers.

Los Angeles was the first municipality to establish camps in the mountains on government property which was turned over to the city for public use as long as it was desired. Public camping is now encouraged by national, state, county and municipal authorities who realize the great benefits enjoyed by our people. Our government officials are setting aside millions of acres for parks and forest lands.

The chairman of our group, Miss Ruby M. Jolliffe, Superintendent, Camping Department, Palisades Interstate Park, New York, pointed out that there are various kinds of camps. First there is the camp selected by the individual camper who follows a trail to a spot where he can be alone and enjoy the solitude of the valley or mountains, among the trees or by a lake or stream. Sometimes the individual camper sets up a tent, clears a spot for a camp fire and remains for a certain span of time. Another type is the camp where the automobile camper stops for a weekend, on a vacation trip or for a sojourn with his

family. Still another is the camp serving groups of congenial persons, families or organizations from the city environment, eager for the big out-of-doors.

Children accustomed to play on the city streets and older people whose recreational life has been limited to a narrow range of indoor activities often ask, "What shall we do in the mountains?" Public camps are filling a very great need for those who live in congested city areas. Public camping represents a desire to go back to the land, whether it be a home or a ranch in the country. It is a going back to the Indian life from which this country has developed.

The Appalachian trail from Maine to Georgia is an outstanding achievement towards the open life and the enjoyment of nature, affording as it does the opportunity to stop over night at convenient lodges or cabins along the trail.

Now how far can we depart, in public camping, from normal forms of living? Equipment is necessary — the camp must be clean and wholesome and afford proper comfort facilities. The camp must have pure water and tempting food. In deciding whether or not we should keep it primitive, it is important to remember that it is the change of environment that best mends the tired nerves and rebuilds or re-creates our being.

The leadership of the camp needs to be different in each case. Plans are formed to fit the group and to avoid interference with the leisure of the camp life.

The question arises. "Why should we run a camp? Is the motive health or manners?" One may see the health value but not the manners. Among the reasons advanced for public camping are that it is educational, recreational, and makes for health and happiness. It may be heaven or hell according to the plan.

Mr. Caulkins of Westchester County, New York pointed out that

The Watchung Reservation with its facilities for boating, fishing, picnicking and camping attracts thousands of people from the nearby cities.

Courtesy Union County, New Jersey, Park Commission

they have a camp capable of taking care of 250 boys or girls. He believes the essentials to a camp are the food, the water, the beds and hot showers. In the group present were seven at whose camps hot showers have been installed. At some camps the lakes or rivers are used for swimming but in California this is not allowed because for the most part they are used for domestic and drinking purposes.

The government through its transient camps for boys and men has this year cared for more than 240,000 persons in 201 camps in the mountains. The groups range in size from 50 to 5,000. The older men are cared for in areas apart from those occupied by the younger groups.

Persons may stay in camp as long as they desire. Those who are citizens of the state in which the camp is located receive eight cents per day from the state relief funds but the campers who are from out of the state are supported from the government allotment. The government provides funds for the capital outlay and administration costs. The sanitation of the transient camps and the foods are checked by the State Health Department to insure a safe condition. The general opinion of the group was that the transient camps should provide a place for building up the morale of the men who are out of work and who are away from home.

Out of the 240,000 campers, 40,000 were transient girls or lone women. The women are cared for through contract by appropriate agencies operated for women's care.

To meet the growing need and call for camp life, the National Recreation Association is training leaders and fitting these persons to carry out plans to make a successful camp life.

Some municipalities are conducting two forms of camps, one for the whole family and the other for boys or girls. These are all under competent leadership and are conducted at a nominal cost per day or week. Los Angeles has conducted its camps successfully for twenty years, largely on a self-supporting basis. The mountain camps are valuable parts of the California recreation program. Mr. Robertson of Oakland pointed out that unfortunately the citizens often do not know about the camp facilities that are available and it was suggested that there be more newspaper publicity.

Changes That Need To Be Made in Recreation During the Present Emergency Period — Changes in Program, Method and Content

By Roy Smith Wallace
National Recreation Association
New York, N. Y.

There was comparatively little discussion of recreation programs specifically for those who are unemployed and dependent. One or two suggestions were specifically addressed, however, to that particular need and the suggestions were about as follows:

That the unemployed need especially opportunity to feel that they belong and that their personality counts. It was suggested that there were in recreation activities opportunities for them to exercise skills and leadership and to belong in ways that would give them that sense of emotional status which is so essential. It was further suggested that many men, dependent and unemployed, need opportunities to get away from home, a place where constantly they are reminded of their inability to be economically successful. It was suggested that many kinds of clubs with many kinds of activities helped for both of these specific suggestions.

The problem was considered on a more general basis in the thought that the word "emergency" might perhaps be cast into the discard and that we might recognize the fact that we are living and will continue to live in a changed social order in which the fundamental needs of the people are about the same now as they always will be, or have been; that with greater leisure there will be more opportunity, more zest, more energy, and we believe more desire for that which we recreation folks and we educational folks have been talking about all of these years—opportunities for creative expression in all of the rich phases of human nature.

These things have always constituted the real interests of men and women: Games and sports, music, drama, conversation, literature, curiosity, service. All of these things have been the life of people. Our task is not to do something based upon a different kind of human being but to adjust our procedures because of the new opportunities which we are now having.

(Continued on page 454)

Preparing for Christmas

By V. K. BROWN

Courtesy The Architectural Record

IN EACH of the six districts into which the newly consolidated Chicago Park District fieldhouses have been divided, one of the larger buildings has been chosen for a new sort of community enterprise—a community shop in which citizens are invited in family groups to join clubs for making handwrought Christmas gifts. Skilled leaders are assigned under a work relief educational service grant to assist club members in mastering the technical processes. Competent educational leaders are delegated to operate play groups for the younger children of parents who attend the working club sessions, so mothers, fathers and older children may devote their time to making whatever gifts they choose to work on; and game rooms and gymnasiums are open under supervision to the intermediate aged children.

The Entire Family Cared For

Relieved by these services of immediate attention to the younger members of the family, father may make a whole Noah's Ark of articulated toy animals, while mother is busy making dolls, tooled leather handbags, silk scarves or any of the other numerous objects which appeal to her as desirable gifts. Daughter may prepare the family holiday greeting cards and the elder son may either work with Dad on the menagerie or undertake on his own initiative a sailboat or scooter for his younger brother or a set of papier-mache decorations for the family Christmas tree. Following the example of the Westchester County shops, the whole series of club groups will work in the large assembly halls rather than in isolated units each in a separate room. This affords an opportunity to stroll about the hall during any lull in the worker's program, to observe what others are doing in the other crafts, to pick up hints as to patterns or designs which might help solve an undecided selection and also to develop more of neighborly acquaintance than would be possible if each craft were separately housed. Under such a sociable arrangement, if Johnny is tooling a monogrammed brief case for father, he may find it necessary to tell Dad to keep away from the southwest corner of the room in any of his rambles, but this is a purely private adjustment within the family circle and the general neighborliness of the venture need not suffer because of such occasional and personal necessities of secrecy. To promote the acquaintance feature of the plan, name cards are being prepared for club workers to wear during their hours in the halls.

Handbooks Provided for the Craftsmen

The actual teaching of the processes to workers requiring instruction is further facilitated by the handbooks on various crafts which have recently been worked out as the Leisure Hobby Series. These book-

V. K. Brown, for many years Superintendent of Playgrounds and Sports with the South Park Commissioners of Chicago, has been appointed Chief of the Recreation Division of the newly consolidated Chicago Park District. Mr. Brown has long been a leader in the development of interesting, novel and artistic handcraft projects.

lets on arts, crafts and mechanical subjects were made possible through last winter's C.W.A. project. In this project the literature of each subject was scrutinized and indexed, experimental shops were set up for making tools and accessories, and for pursuing the several processes of each separate craft. As fast as engineers, workers and volunteer consulting devotees of each hobby agreed upon the practicability of each individual step in the process, artists and draftsmen put that step into picture rather than descriptive text, photo-engravers made plates of these pictures and printers ran the plates on the printing press to be combined into the booklet series.

Copies of five of the booklets referred to by Mr. Brown are now available at 35 cents each from the Chicago Park District, 57th Street and Cottage Grove Avenue, Chicago, or from the National Recreation Association. The titles of these five booklets are: "Bird Houses of Today," "Kites," "Quilting," "Lanterns and Floats" and "Model Airplanes." Other booklets are now in preparation.

This series of illustrative texts now includes six completed booklets on quilting, kite making, making of bird houses, fashioning of cardboard lanterns of a decorative nature and of larger units to be mounted on boats and illuminated as Venetian Night floats, making of model airplanes, designing and making of masks and carnival costumes. The booklets on doll making, making of games boards, on leather craft, silk painting using the Kraftrite colors in the Picareff process, various metal crafts, weaving, building home made aquariums and various other undertakings, including the making of the articulated toys mentioned below and totalling some seventy subjects, have not yet been finished and assembled. But the preparation of pages of instructive drawings for all of these subjects has been going forward and there are enough now printed to afford an illustrated text on at least the fundamental processes.

During the exhibit of the Park District at the Century of Progress, these hobbies were also demonstrated by volunteer enthusiasts and persons interested in any one of them were invited to register either their desire to join groups to pursue these crafts as a club program, or their willingness, already knowing something about the crafts, to serve as volunteer leaders. Letters have been mailed to all who registered their interest and it is felt that volunteer workers will be assured in sufficient numbers to guarantee the success of the undertaking even though the relief staff is not adequate for personal instruction of the large numbers who are expected to enroll in the six centers. The employed relief workers and volunteers, together, will have the booklet series and printed pages of instructions from booklets as yet unassembled and uncompleted. Since drawings made after the C.W.A. booklet project ended have been made on tracing cloth, copies of these later drawings and of others which may still be prepared can be blueprinted and used as lesson sheets.

New Craft Activities Being Developed

Among the teaching or leadership group assigned to the project there are several who have already developed novel plans for new activities. Some of them are artists who worked last winter on the original booklets and who meantime have thought of additional ways to use the processes they worked on at that time. To illustrate: One or two artists who were assigned to work on the booklet on making costumes and masks for carnival "dressing-up" devised an interesting method of making them. The process involved modelling a base in clay, applying hard oil to the dried clay, putting on a layer of wet newspaper over the greased clay surface and subsequently applying four or five thicknesses of alternately colored, and ordinary, newsprint paper pasted down firmly to fit tightly over the clay mould. Ordinary wallpaper or flour paste was used for this purpose. The artists conceived the notion that by the same process a set of distinctive Christmas tree decorations might be made up, sandpapered smooth after drying, and painted with either gloss lacquer or enamel, or even painted with cheap oil or water color paint and then varnished. They believed such tree decorations would be highly original in shape, light in weight and at the same time tough enough in construction to be almost indestructible. They think these tree decorations are especially adapted to outdoor tree decorating, and have been designing novel and appropriate shapes from which to cast moulds so the workers may themselves make sets of the chosen patterns. They have made up patterns of modernistic decorative shapes and are planning figures, angel forms, Chris Kringles, Santas, cherubs, stars, and similar patterns quite differing from the standard tree ornaments on the market.

Another idea is to use this paper and mould process to form frames or encasing patterns to surround Christmas tree lights, perforating these framing patterns with cut-out openings across which translucent oiled paper or vellum may be

gummed to make small lanterns like stained glass windows in miniature. Such lanterns would vary the tree lighting, reduce glare and dress up the tree with multi-colored light patterns instead of the traditional electric lamps dipped in dyes. Outdoor trees in particular, usually rendered almost invisible by brilliant lights which obscure the darker foliage, can be visualized as glowing with subdued lamps of stained glass window effects, the white lamps inside giving sufficient illumination to intensify the patterns, but the color ensemble not limited to the few hues which have heretofore served as lamp stains. The light units themselves, being patterned lanterns, are not all of a single color as a dipped globe must be, but are rather a whole color composition.

Making Dolls and Toys

The same paper building-up process has been extensively used by our girls' groups in making doll heads and even articulated doll bodies. One half of the head or body unit is made in its hollow mould and when dried the two halves are trimmed, fitted and pasted together to form the completed head, body, arm, or leg. To make these moulds, the girls have scoured the stores for doll heads or shapes which they liked and from which they have made ordinary plaster of paris half-moulds. They are then able to produce as many replicas of the original head or body as they desire. We have an extensive set of such moulds as well as numerous patterns for cloth dolls. Some of the artists have been working out original patterns for these stuffed dolls, human figures, animal figures, cute cock-eared puppies, kittens, rabbits, elephants, etc., likely to prove dear to the juvenile heart.

In the articulated cut-out toy field, workers have also been doing some original patterning and we have engaged the services of an expert mechanic to carry the movement idea into new developments. Roadside stands have familiarized all motorists with the walking figurine; the mechanic is working out simple connecting parts whereby the legs will animate upper body movements, as one example. Then there is the whole field of interlocking wheel and belt mechanisms for windmill, small motor, clock mechanism, shade roller or other spring power animation, with which to tinker. Ingenious older brothers, fathers and friends of the small boy may experiment in making such a gift. Carts and scooters, sleds and sailboats, model iceboats, skiis, snowshoes, building blocks, doll houses, doll house furnishings, tin can toys, bath-tub motorboats, tea party tables, chairs, dishes of hand modeled potteries—the list is endless, in which the mechanically minded or artisan inclined adult may make things suitable for gifts and himself revel in the making of them in his leisure time between now and Christmas.

We have several new types of weaving. A young marine on Fair duty near our booth at the Century of Progress during the summer taught our workers some new tricks in woven cord belts and other novelties. We have picked up a number of suggestions from visitors to our Fair booths. Honeycomb weaves, lampshades, metal craft and leather work, batik, gesso picture frames, decorated boxes, book ends, candlesticks, trays, desk sets and the like are only a few of the things suggested. Pewter hammering, jewelry making, pottery, wood inlay—the list stretches on.

Last summer a European visitor gave us a booklet on the subject of batik processed Easter eggs, a peasant art in middle Europe. The booklet was printed in Czechoslovakia. I sent it out to be translated and the mother of the translator went back to an old country trunk in her basement where she had kept some of the treasures of her girlhood, and brought forth several egg shells with the delicate traceries as fresh as when the patterns were laboriously dyed into them in the channels scraped in the wax coating years ago. Getting numbers of people into a common room doing all of the things we expect to see done in these shops will bring forth many an additional suggestion to further enrich the program.

Tools and Materials Made Available

The plan contemplates provision of some machine tools such as saws, drill presses, jig-saws and lathes for the wood working activities. We expect that one activity which calls for cooperation between a woodworking member of the family and the family artist will prove very popular. The project is making out of hardwood, sets consisting of bracelets, belt buckle and coat or dress buttons to be carved with a uniform design, stained, colored, finished and mounted on an appropriate card for gift purposes. The lathes will also be busy on making tops, parts of articulated toys, bases for lamps, potteries and the like. The call has gone out for gifts of unused tools or mechanisms to supplement what equipment we already have. We may even find socially minded

(Continued on page 455)

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A Contest for Children's Plays

THE PALO ALTO, California, Community Children's Theatre, a division of the municipal recreation department, has been actively engaged in the production of children's plays for the past two years. Because of the difficulty which has been experienced in finding suitable material for production, the advisory board is sponsoring a contest to stimulate the writing of plays for children. A first prize of $25, a second prize of $10 and a third prize of $5 have been offered for the three best full-length plays for children.

Following are the conditions governing the contest:

1. Plays must be original, not adaptations, not hitherto produced, and must have a playing time not to exceed one and one-half hours.

   Although operettas are not desired, incidental music for dances or songs will be acceptable.
2. All plays must be neatly typewritten on one side of the paper and bound with a folder. Plays must be submitted without the author's name. The author's name and address are to be enclosed in an envelope bearing only the title of the play. Stamps sufficient for the purchase of an envelope and the return of the manuscript must be enclosed if a return is desired. While every care is taken in the handling of all scripts, no responsibility is assumed for loss.
3. An entrance fee of $1.00 must accompany each and every manuscript.
4. The Palo Alto Community Children's Theatre reserves the right to produce, royalty free, any of the plays submitted, the title to all plays remaining with the author.
5. This contest is open to all, excepting only members of the Palo Alto Community Children's Theatre staff and Advisory Board. There is no limit to the number of entries each author may submit.
6. In making the awards the judges will take into account the literary excellence of the play; its dramatic quality; its suitability and pliability as a production for children.
7. In addition to the prize awards, each playwright will receive criticisms from three competent judges for each play submitted.
8. This contest is open from January 1, 1935 to March 1, 1935. All entries to be considered must be received before the closing date by Mrs. James A. Quinby, 640 Middlefield Road, Palo Alto, California.

Progress in the Art of Living

(Continued from page 419)

that is at least equal, I think, to a large degree of recreation. That is, we will have a considerable number of people who will have joy in their work.

We are feeling our way to a program of decentralized industries. We are in a region that is very much broken in topography, where there are little valleys among the mountains, little communities of fifty, one hundred, one thousand people, where communities seldom can grow much larger because of the isolation in the mountains, physical isolation, although there are roads.

If we can stimulate industries in that region so that instead of pulling people out of that beautiful environment, its hills, and its autumn colors and spring colors and beautiful climate, if instead of pulling them out into another Pittsburgh or another Detroit or Birmingham we can help to develop units of industry that are natural to industry and yet can sit in those hills, we can, I hope, save the setting of a normal life which is very hard to replace in the environment of our large cities.

In these various ways, we are working in the Tennessee Valley Authority with the economic life, I should say primarily, but we are hoping and believing that not as a by-product but as a necessary corollary to that, we are working toward a type of living, conditions of living, a training in living, and an inspiration in living, which is, I think, in harmony with the aims of the National Recreation Association.

Planning Recreation in New Hampshire

(Continued from page 423)

and it is not possible to use for skiing the existing summer trails, for the ski trails must be wider and must be cleared of all stumps and stubble. These trails open a new beauty for all outdoor enthusiasts because they afford an opportunity to go to the summits or to the tree line of several of our mountains, which has never before been possible in the snowy days of winter. Shelters have been built along the trails and more will be added.

"Snow trains," as we call them, take thousands of visitors each week-end during the skiing season from Massachusetts and other states to the ski trails of New Hampshire. Each week a survey is made of the best skiing conditions and an announcement is given on Friday of the destination of these trains. Equipment and instructors go along with the trains.

This is the story in brief of New Hampshire's plan for the use of the leisure time of her citizens and her visitors.

One thing I have not mentioned, and that is the engineering planning. The hope is that some day we will be able to rid our lakes and streams of pollution. It is our great hope that the adjoining states and the federal government may cooperate with us in clearing up inter-state rivers. This work should be carefully planned and approached conservatively but its accomplishment would mean a great deal to our generation and to those who are to come after us. The more I study into these problems, the more I am convinced that planning is an essential part of the problem and that planning in this field comes within the scope of man's experience and knowledge.

Our objective is conservation—conservation of our natural resources for the benefit of mankind in order that we may be better able to conserve all that is best in ourselves and develop all that is finest in our children. A happy and wholesome leisure is essential to the well-being of the human race.

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What We Mean By Recreation

(Continued from page 424)

need of planning re-creational facilities. Until that time there were vacant lots and unfenced domain almost anywhere, and it was assumed that that would be enough for all time. Now, however, we begin to appreciate that with the rapid growth of our cities we shall have no adequate play spaces within walking distance, no forest in which to commune with nature, no beach or rocks where we may see the breakers come in from the ocean; and that will continue to be the case unless we deliberately make reservations for future needs, so it is these stern facts which compel us to display ordinary foresight in planning for our future needs.

In the foregoing, I have tried to summarize the facts which emphasize, *first*, how many-sided and complicated the problem is; and *second*, how important it is in this time of crisis and economic reconstruction that we should plan intelligently to meet these needs. Without doubt it is one of the great problems of National Planning, and yet for reasons I have intimated, it is just as bad to overdo our planning as not to do enough.

To many people the recreation problem seems simple. To them, certain phases of the subject loom most important. For example, the major sports such as football, baseball, tennis or golf appeal to a large majority; hunting and fishing to many more; but even after these are mentioned the needs of many are ignored.

Those who see the subtler sides of the question beg and implore that the beauties of nature be conserved and even let alone; and it is easy to see how, in our eagerness to make everything accessible to all the people from the crowded cities even to the wilderness, we may be destroying much that is beautiful, because our most treasured things are frequently appreciated only by few and may be easily destroyed by the mob.

So I will close my paper by urging thorough and intelligent planning—but planning in which the most seasoned judgment and best qualified people shall be secured to study every branch of the subject. Re-creation in its highest sense is part of education.

Oakland's Christmas Pageant

(Continued from page 433)

sparkle as he watches the groups of participants departing merrily for home. He sought from the directors the values of the pageant. He is informed that this festival is a means of developing the cultural, emotional and recreational aspects of life in the experience of its participants. Much value derived from the pageant comes through weeks of preparation—it means growth to all participants, both individually and municipally.

It seems to John Mullens that the definition of a pageant was really worked out perfectly in Oakland's Christmas Pageant — the getting together of people to work out and present joyously a beautiful theme.

Summaries of Discussion Group Meetings

(Continued from page 448)

We need a change of attitude, a recognition of our opportunities for the richer, more varied program that we have been talking about. We need to recognize that the standards of perfection which the genius, which the artist, sets for himself do not need to be set for those of us who for recreational purposes wish to express ourselves in various art forms; that the joy in the doing is satisfactory so long as there is possibility of progress towards the beautiful.

There is a difficulty and a serious one. There is the need for the inspired leadership of zestful practitioners in all of these varied human needs, for men and women who are also social engineers. How can we find, how can we train, how can we utilize, how surely must we pay for men and women who can think of the recreational leadership job in terms of social engineering, the utilization of the forces of the community, and who can at the same time be themselves zestful practitioners, or at least be able to find zestful practitioners, who can inspire and lead and guide men and women in the things that they want to do.

We talked a bit about the imposition of programs and the desirability that programs should arise out of the desires of the people. Mr. Russell contributed the Boston technique of neighborhood committees in the various interests of music, drama and sports. To these interested groups from among the people themselves, who are prepared to give democratic, understanding guidance, are assigned specialists and organizers—the zestful practitioners—in these various fields, who try to serve the felt desires of the people as represented by these neighborhood committees.

There was recognition of the actual shift which is now taking place, that has taken place, in the predominant interest of recreation leaders—I won't say from the play of children but certainly to the recreational needs of adults with increased leisure.

There was some resentment at the suggestion that we need to fear the opportunity which is now ours because of relief funds, adequately to staff ourselves as best we can with men and women who can give leadership to the various needs which are now arising, because we may over-staff ourselves from the point of view of some future time when support will be taken away. Let's take advantage of what we have, and find out what we need to do when the bridge comes to be crossed.

We got ourselves almost bogged toward the end, and didn't have time to fight our way through, on the questions of whether or not we should try to make our activities self-supporting and also whether we should judge our results by numbers served, though only as spectators, or by participation in "worth-while" activities. We didn't have time to work through that.

It did seem to us that the present opportunity was a challenge to our recreational leadership: that we should be ready for many new kinds of administration; that we should be ready for other new things; and that it is our task to keep, if we can, the leadership which we have for the benefit of those who can use our experience in the organization and the programming of the future.

Preparing for Christmas

(Continued from page 451)

workers who will turn in to help make frames, looms, tools and accessories, as need develops for more than we have or can now provide.

Materials will be secured and sold at slightly more than cost, to be self liquidating, and a store booth will enable workers to get needed supplies. We are determining the cost of all materials entering into a given project so the workers will not need to buy wastefully. If a toy is to be cut from a piece of plywood, for example, the price will include not only the cost of the wood, but also the glue, brads or screws necessary to put it together, a sheet of sandpaper to smooth its edges, and the shellac, paint and varnish needed to finish it. The worker will not have to buy a whole can of each color paint to complete it.

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Stores and industries have been consistently cooperative in suggestions and ideas to make the venture successful, particularly as to materials. We feared at first that there might be some opposition to the plan as tending to decrease Christmas shopping volume, but that has not proved to be the case. Materials used in this program must be bought somewhere, and if a larger volume of Christmas gift giving is stimulated by the program, commerce stands to gain rather than lose by it. Once the family starts on a plan for making more of its Christmas remembrances among its own members and to its friends, the contagion increases. The commercial interests see nothing but what is good for business in the undertaking.

Another element in the plans for Christmas may be added. A movement is already under way to contact all church and musical groups to plan neighborhood carolling groups to circulate through the residence districts with sleighbells and song on some prearranged day during the holiday week. Community toy parades are being worked up through a central committee, and in the parks an effort will be made to popularize the making of Christmas lanterns to hang in home windows as Jack-o-lanterns are used on Hallowe'en. A publicity campaign with the press cooperating is being planned, patterns for the lanterns will be suggested, and with all of the clubs and associations of the city joining to promote the plan, something of a new tradition in community celebration of the Holiday season may develop as a people's movement in the homes of Chicago.

Among Our Folks

L. H. Barrett, formerly Superintendent of Recreation in Newark, New Jersey, is now Supervisor of Recreation for the State Department of Education of Connecticut which is responsible for the emergency recreation and education service in that state. Ernest Seibert succeeded Mr. Barrett in Newark.

G. G. Eppley, Superintendent of Recreation in Evansville, Indiana, is devoting two-thirds of his time in service as Recreation Director of the emergency recreation work being developed by the Governor's Commission for Unemployment Relief in Indiana.

Charles H. English, Executive Secretary of the Philadelphia Playground and Recreation Association, is giving half his time as State Supervisor of Recreation and Leisure Time Activities for the Pennsylvania State Emergency Education Council.

A. W. Thompson, formerly State Director of Physical Education in Michigan and recently associated with the State Teachers College of West Chester, Pennsylvania, on November 1st became Director of Recreation and Physical Education of the Board of Education in Grand Rapids, Michigan. Mr. Thompson succeeds W. G. Morrison in this position.

Dorothea Nelson, formerly Superintendent of Recreation in Louisville, Kentucky, has taken a position with the newly created Chicago Park District. Walter R. H. Sherman has taken Miss Nelson's place in Louisville.

Jeanne H. Barnes, formerly Superintendent of Recreation in Morgantown, West Virginia, is now associated with the National Recreation Association where she will serve as Field Secretary, Play in Institutions. Francis J. White is Miss Barnes' successor in Morgantown.

Arthur Miller, formerly in charge of recreation in Wilkes Barre, Pennsylvania, is serving as Chief of the Technical, Professional and Women's Work Division, Los Angeles County, California, S.E.R.A.

Walter Hansen, until recently Superintendent of Recreation at Tacoma, Washington, has become Director of Physical Education and Athletics at the Oceanside High School, Oceanside, California.

William A. Burr has succeeded H. E. Bremer as Supervisor of School Recreation Service, Glendale, California.

Leslie J. Mahoney has become General Superintendent, and Laura Herron Supervisor of Recreation Activities, with the new Department of Parks, Playgrounds and Recreation at Phoenix, Arizona.

Mrs. Helen G. Wentworth is Director of Recreation at Alhambra, California, having succeeded Claude Downing.

Kenneth Smith, a recent graduate of the National Recreation School, has been appointed Superintendent of Recreation at Pomona, California.

A Playground Federation in Reading—Reading, Pennsylvania, has a playground federation which brings together all of the neighborhood associations. Its object is to act as a clearing house on all playground problems and to discuss future plans for the playground movement.

WORLD AT PLAY

An Innovation in Oakland's Program

AN innovation in Oakland's playground program last summer was a series of children's concerts given under the direction of the Recreation Department by the S.E.R.A. Orchestra, consisting of forty-five musicians, all of whom have had professional experience. The programs were essentially for children but were regularly attended by hundreds of adults. The concerts were given at different centrally located playgrounds throughout the city.

Developments in Wilkes Barre, Pa.

DURING the month of July interest in the handcraft program conducted by the Playground and Recreation Association of Wyoming Valley was greatly enhanced by the presence of Princess Chinquilla, a Cheyenne Indian, who had charge of the bead work, costume making and tom-tom orchestras. She also taught the play leaders the dances used in the Indian pageant held on August 25th.

On July 2nd the state recreational project went into effect. As a result of this the association had the services of 125 workers in handcraft, drama, music and athletics and of twenty-four supervisors and a thirty-piece band of unemployed musicians. Each week two workers call upon forty-five shut-ins to whom fruit, flowers and magazines are donated by merchants and interested citizens. A radio program is given twice a week.

Seattle's Ski Park

THE first public ski ground in the Northwest was opened last winter by the Playground Division of the Seattle, Washington, Park Department. The ski course lies only two hours distant by automobile from the city limits. C.W.A. employees were used to clear the ground. In January, 1934, the park was officially opened with a mammoth ski carnival. Since the opening of the area from 800 to 1,000 people have visited the park every week-end. Interest in skiing and winter sports has been stimulated at an outdoor "ground school" for beginners sponsored by the Park Department, where ski experts were employed for instruction purposes.

A Playground At No Cost

IN South Plainfield, N. J., with the aid of the Leisure - Time Division of the Emergency Relief Administration, a playground has been established through volunteer effort. A number of citizens formed a sponsoring committee, obtained the use of some vacant lots and built a playground. From discarded telephone and electric light poles and lumber from a church which had been torn down, these ambitious citizens constructed swings, ping pong tables, work benches, bleachers and a backstop and enclosed the entire playground with the materials donated. There is a sand box about 25 feet square, for which a carload of sand was donated. The children and adults made most of the toys used on the playground. The four volunteer workers who are supplying the leadership have registered at the playground 500 children and adults. One of the features is a Wednesday night community night, when some special attraction is offered. A boxing tournament of nine bouts drew a group of spectators numbering over 3,000. Block dances, band concerts and a colored chorus of about 150 voices are among the accomplishments.

Inexpensive Playground Awards

THE Recreation and Playground Association of Lancaster, Pa., during the years of the depression has, with the use of linoleum blocks as a stamp, made all its playground awards. These are stamped on ribbon and portray the event for which the prizes are given. This plan has led to an endless variety of designs. Very attractive awards have been made, which the children prize highly.

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This practical manual prepared for the use of leaders in work camps has much value for leaders of older boys and young men everywhere

Because . . .

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- It outlines some of the activities involving the fundamental skills of athletic games.
- It contains directions for contests and combative stunts — for low organized games and relays.
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315 Fourth Avenue
New York City

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Journal of Educational Sociology, November 1934
Research As a Basis for Recreational Planning

The Journal of Health and Physical Education, November 1934
"The Olympia of the North"—A Visit to the Niels Bukh School, by Mary E. Greenwood
Function of a State High School Athletic Association, by E. A. Thomas
The New Leisure Challenges the Schools, by Eugene T. Lies
"America Marches On"—A Historical Pageant, by Hilda Southall
National Standards of Achievement for Girls, by Amy Howland
A Progressive Game Party, by G. I. Kern

The Architectural Record, November 1934
A Music Shell in Milwaukee
St. Louis Municipal Auditorium and Community Center

Landscape Architecture, October 1934
National Planning, by Charles W. Eliot, 2nd

The Research Quarterly of the American Physical Education Association, October 1934
Causes of College Sport Accidents; Preliminary Findings from a Study of Safety in College Physical Education, by Floyd R. Eastwood
Committee Report on Gymnasium and Athletic Field Equipment, by Carl H. Burkhardt

Journal of Adult Education (Supplement) October 1934
Workers' Education

PAMPHLETS

Ninth Annual Report of the Department of Recreation—Hamtramck, Michigan, 1933-1934

Radio As a Cultural Force, by William S. Paley
Columbia Broadcasting System, Inc., New York, N. Y.

School Buildings As Public Forums
American Civil Liberties Union, New York, N. Y.

Report of the Monroe County Regional Planning Board for 1933—Rochester, New York

Program of the First Annual Recreation Exposition
Sponsored by the Westchester County Recreation Commission, White Plains, New York

National Capital Parks
U. S. Department of the Interior, Washington, D. C.

New York State Parks
State Council of Parks, Albany, New York

Annual Report of the Board of Park Commissioners, Los Angeles, California, 1933

Eleventh Annual Report of the City Manager of Berkeley, California, 1933-1934

Recreational Use of Northern Michigan Cut-Over Lands
Michigan State College Bulletin No. 247

New Books in the Leisure Time Field

The Leisure League Little Books

Leisure League of America, 30 Rockefeller Plaza, New York. Each $.25.

THE LEISURE LEAGUE OF AMERICA is performing a genuine service in publishing this comprehensive series of little books on leisure time interests to sell at a nominal cost. Hobbies of all kinds are treated in the booklets which have already been published or are on the press or in preparation. Every hobbyist, whatever his taste, is bound to find in this series something to meet his need.

In the July issue of RECREATION there appeared a review of Earnest Elmo Calkins' *Care and Feeding of Hobby Horses*—a delightful introduction to the series. In addition the following are now available: *You Can Write,* by F. Fraser Bond; *Getting Acquainted with Yo r Children,* by James W. Howard; *How to Spend Your Husband's Leisure,* by Doris Webster; *What to Do About Your Invention,* by Edward Thomas; *Tropical Fish,* by Lucile Quarry Mann; *Photography for Fun,* by William M. Strong; *Quilting,* by Elizabeth King; *Music for Everybody,* by Sigmund Spaeth; *A Garden in the House,* by Helen Van Pelt Wilson; *The Life of the Party,* by Fred Menaker and Franklin Folsom; *How to Sell What You Write,* by Myron M. Stearns; *How to Design Your Own Clothes,* by Hannah Corbett Shelton.

Lanterns and Floats

By Z. T. Egardner and James H. Lackey. Recreation Department of the South Park Commissioners, Chicago, Illinois. $.35.

ONE OF THE outstanding contributions which the Recreation Department of the Chicago South Park Commissioners has made to the art side of the recreation program has been the lantern parade held for a number of years which has involved the construction of lanterns and floats. The result has been the development of many original and beautiful designs. This booklet, incorporating hundreds of designs, will be welcomed with enthusiasm by all who care for beauty in the construction of the articles produced in the handcraft program of playgrounds and recreation centers. In compiling this booklet as well as the other volumes of the Leisure Hobby Series, draftsmen and artists have consulted to portray as simply as possible the essentials not only of pattern but also of process.

Model Airplanes

By B. C. Friedman. Recreation Department of the South Park Commissioners, Chicago, Illinois. $.35.

ONE OF THE BOOKLETS in the valuable Leisure Hobby Series being issued by the Recreation Department of the Chicago South Park Commissioners which will be of keenest interest to recreation workers and other leaders is entitled *Model Airplanes.* In common with the other booklets of the series it contains the step by step sequence to be followed in construction and the detailed plans and drawings which are making all of the booklets in this series so outstanding and practical.

Wood-Carving as a Hobby

By Herbert W. Faulkner, Ph.B., M.E. Harper and Brothers, New York. $2.00.

EARNEST ELMO CALKINS, who himself is opening up to us through his own books new and delightful hobbies for leisure time enjoyment, highly recommends wood-carving as a spare time occupation in his introduction to Mr. Faulkner's book. "Mr. Faulkner," he says, "will lead you into pleasant hours and fresh interests and restore your soul; for intimate first-hand knowledge of a craft opens new doors on life, and links you with one of the noblest aspects of human endeavor, the long line of skills and crafts by which the hand of man has added beauty to the world." The author's directions are explicit and understandable, and there are instructions regarding tools, designs and woods to be used as well as directions for carvings of various types.

Christmas Giving

Issued by McCall's Magazine. Obtainable through Service Editor, McCall's, Dayton, Ohio. $.10.

THIS BOOKLET, based on the experience of St. Paul, Minnesota, in sharing the spirit of Christmas has much to offer community groups in planning their Christmas celebrations. The organization for community Christmas programs, methods of assembling the names of families to receive gifts, toy shops and hospitals, distribution of Christmas dinners, and finances and publicity are among the subjects discussed. An interesting feature is a chart showing a plan for Christmas organization for city, town or village.

The Chance of a Lifetime

By Walter B. Pitkin. Simon and Schuster, New York. $2.00.

A TREMENDOUS CHALLENGE to Americans under forty is embodied in this book which carries the subtitle "Marching Orders for the Lost Generation." Whether or not one agrees with all Mr. Pitkin's economic theories or with his political and social theses, there is much good advice to Young America in his message and a vast amount of illuminating information on present day conditions and the activities of government and private groups of various kinds. Best of all, there is a call to service, a challenge to the use of unrecognized power of youth which is compelling and timely.

"This book peddles no Utopia," says Mr. Pitkin in his forward. "It champions nothing more than ingenuity, persistence, hard work, and the high resolve to trample under foot the wretched philosophy of scarcity which has been gaining vogue of late."

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New York Walk Book

By Raymond H. Torrey, Frank Place and Robert L. Dickinson. Dodd, Mead and Company, New York. $2.50.

The hiker has his day in this book which represents a valuable contribution to outdoor enjoyment and an incentive to leading people into country trails which the authors have been exploring for years. The volume was first published in 1923. Now reissued in completely revised form with many illustrations, it describes excursions afoot within a radius of fifty to one hundred and fifty miles of New York, including forest trails in mountain regions.

Hobbies For Everybody

Edited by Ruth Lampland. Harper and Brothers, New York. $3.00.

Here is an anthology of a new and timely type which should make a wide appeal. The volume had its inception in a series of radio broadcasts on Hobbies for the Larger Leisure which the editor arranged for the Y.M.C.A. in cooperation with the National Broadcasting Company. The response was so great that it was felt advisable to expand the material into book form. In the resulting volume fifty notable amateur authorities have described their personal enjoyment of as many different hobbies and tell how they have developed them. The list of authors in its diversity represents a complete cross-section of American life, while the range of hobbies is wide enough to include a congenial avocation for everyone. Among the activities described are fishing, soap sculpture, yachting, antiques, astronomy, chess, music and tennis. At the end of each chapter sources of more intensive information are given for those who wish to make further exploration of the hobbies.

The Scout Circus

Edited by Lorne W. Barclay. Boy Scouts of America, New York. $.25.

Though intended primarily as a manual of inter-troop demonstrations for Boy Scouts, recreation workers and others who engage in the increasingly popular sport of staging amateur circuses will find here much that is practical and helpful on circus organization and programming. The manual is the result of actual experience in the Boy Scout field.

Prizes and Presents Every Girl Can Make

By Edwin T. Hamilton. Dodd, Mead and Company. New York. $2.50.

Many recreation workers, club leaders and teachers are familiar with Mr. Hamilton's *Handicraft for Girls* and other practical books. In this, his latest publication, he has given fifty-nine simple and practical ideas for the girl who wants to make her own gifts and likes to make things but who is not yet ready to make the more elaborate crafts described in his earlier book. Practically all tools and materials for the projects outlined may be purchased at five and ten cent stores. Directions are explicit and there are many illustrations.

How to Lead Discussion—
A Guide For the Use of Group Leaders

By LeRoy C. Bowman. The Womans Press, New York. $.35.

The field of discussion methods is not without tools, but many of them are so complicated that the average person has come to believe that the science of discussion is too technical for his grasp. In this pamphlet Mr. Bowman has limited the verbiage of pedagogy and has couched his presentation in terms of common sense. The art of discussion leadership has been made to seem a possible skill for ordinary people to achieve.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF MARCH 3, 1933, of RECREATION, published monthly at New York, N. Y., for October 1, 1934.

STATE OF NEW YORK, }
COUNTY OF NEW YORK. } ss.

Before me, a Notary Public in and for the State and county aforesaid personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of RECREATION, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: Abbie Condit, 315 Fourth Avenue, New York, N. Y.

Business Manager: Arthur Williams, 315 Fourth Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

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3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers, during the months preceding the date shown above is (This information is required from daily publications only.)

H. S. BRAUCHER.

Sworn to and subscribed before me this 19th day of September, 1934.

[SEAL] S. BENJAMIN,
Notary Public, Kings County.

No. 66, Reg. No. 6079. Certificate filed in New York County, No. 150. No. 6-H 95. Commission expires March 30, 1936.

Inexpensive Living

LIVING itself is not costly. Self-activity, swimming, skating, building, making, tramping are about the least expensive things there are. After all it is acquiring material things that is costly and worrisome.

Once let us as a people learn the lesson of play and recreation, of how to have fun in little things, and as a people we will place less emphasis on the accumulation of material things as essential to happiness. The less of life we have within us the more essential are material goods.

A minimum amount of safety, protection, security, certain forms of insurance for the emergencies of life there must ever be.

In the large, however, what the man is and what he can do is far more important than how many things he has.

What after all does a man need in addition to his job to be a man, to be himself, to have those activities that express himself? Of course there must be land and water —often the wilder the better. There must be a few tools, but not too many. In the early days there were The Commons and again in these times we establish land, water, and buildings held by all the people for all the people where men can come together— even as animals do—to share a measure of common life.

A measure of cooperative leadership is essential to prevent conflicts, to arrange schedules, to make sure that all have an equal opportunity. Then beginners need assistance, though not too much, in acquiring fundamental skills.

On rainy days children shut indoors, without provision for happy activity, accumulate poison within until they are ready to explode. Not different is it with men. Men often do not know what is wrong within themselves until they have become active, perhaps as a part of a group and then they realize that they were burning up for lack of activity—nothing more or less.

Many and varied are the life activities which give satisfaction—not all are called recreation. Much free time for many can be used with pleasure in various forms of service, in activity as laymen on school boards, park boards, on local governmental committees, in political organizations.

We need as much ingenuity in offering attractive opportunities for living as we have shown in the work side of life. The greatest need is not money, but to care to provide opportunity for living, to consider living now—right here—as worth while; to recognize the carrying on of the activities that bring happiness as just as important as carrying on the labor that brings material goods. Several hundred cities in the United States consider living enough importance to free one or more workers to give their entire time to recreation problems.

HOWARD BRAUCHER.

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What Can the Churches Do for Abundant Living?

By JOSEPH R. SIZOO, D.D.

IS THERE any relation between recreation and reverence? Is it possible to believe that the creative arts are in some intimate way connected with the work of the Creator? Are there spiritual implications in this enterprise of physical well-being? Has organized religion — the church—a stake in those expressions of community service commonly called recreational opportunities?

You see at once that to ask the question is to answer it. No one can doubt the interrelation or reverence with recreation, of religion with the creative arts. Even a most superficial consideration, however grudingly given, must readily admit it. But if all of us could once again be reassured of that fact we would go back to our daily round with a little more heart and courage. It is for this reason that it is good to sit down a little while and ask what are these implications and in what way has religion a stake in recreation.

Let us begin by saying that the very fact there are spiritual implications in the recreation program should give to your profession a new dignity and meaning. Those who are engaged in the creative arts can stand before our generation unashamed and unafraid. You do not have to apologize for your profession. In these rather difficult and distressing times we are compelled to surrender many things which we can ill afford to give up. There are some very vital things slipping through our fingers. We must do without things that are seemingly imperative, but of one thing we are convinced, and that is that we cannot do without trained leadership in the creative arts. Whatever else we may be compelled to give up, this we cannot give up. Whatever elements our generation may be compelled to forego, it cannot yield here. This is no time for retrenchment, but it *is* a time for a positive expansion of recreation. Never was there such need for it as now.

While economic experts and political leaders fret about the causes that underlie our troubled world, and moralists are passing resolutions upon this or that flaw or failure of the corporate life of the world, the recreation directors are going about without asking questions or wondering who is to blame, lifting the burdens, helping men to live more bravely in untoward settings. In the near future we may yet discover how large a part they played in bringing us to this experience of the abundant life. The generations of men shall yet rise up and call them blessed.

Indeed religion itself is coming to a new appreciation of the importance of physical well-being as an aid to soul culture. The church has not always been in the forefront of this movement, but a new day is coming, largely through the influence of recreation leaders. One hundred years ago churches were built upon hillsides, surrounded by cemeteries. Whenever you came, in journeying through an open country, upon some little burying plot you would always find in the center of it or on the edge of it, a church. We no longer do that today. We build our churches in settings of playgrounds, tennis courts and swimming pools. The old attitude of religion was to prepare men for death. The newer and better attitude of religion is to prepare men for life. It concerns itself primarily, not with the end of our days, but with the beginning of our days. The church has rediscovered the method of Jesus, who said to a group of disheartened men wearied by the stress and strain of things, "Come ye apart into a desert place and rest awhile."

When Sir Thomas More wrote his "Utopia" he gave a vivid portrayal of the perfect city of the future. In clear style and with beautiful imagery he records that in the very center of this perfect city there shall be a garden, redolent with eternal spring whose air shall be scented with the perfume of roses, while fountains break in spray of rainbow colors and the nightingale warbles in the tree tops. In the

Dr. Sizoo, Minister of the New York Avenue Presbyterian Church of Washington, addressed one of the meetings of the Recreation Congress on October the fifth. His message to recreation workers was a most challenging one.

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center of this garden there shall be a church whose pointed spire keeps men's faces toward the sun, while adjoining it stands a hospital where all who are sick can find healing. Surrounding these two are playgrounds where children dance and sing, building up reserves for the perfect life. There you have the goal which the church has set before itself.

But why should the church have a stake in that enterprise? Through modern psychology it has discovered a closer interrelation between the spiritual and physical than it had supposed. They do not live in water tight compartments. You cannot separate these two by barbed wire entanglements. Whether you believe mind is supreme over matter or matter is supreme over mind is largely determined by the philosophy of life you hold; but no one can deny that you cannot have a clean soul in an unclean body. You cannot starve the body and think it will have no effect upon the soul. It is utterly impossible to have long a healthy mind in a body racked with disease. The voice of an old world poet has modern meaning in the phrase, "the beauty of holiness." You cannot carve a Venus de Milo out of scrap iron; you cannot build a Westminster Abbey on a sawdust pile or hang a Cologne Cathedral on a fog bank. You cannot carve a rotted log. No more can you have spiritual culture without adequate physical well-being. The abundant life involves the whole of our being—body, mind and spirit.

Again, religion shares with you this ministry of the abundant life because it touches so vitally the life of childhood. I asked a leading figure in our present day political life: "What have you men done of which you are most proud?" He answered at once and unhesitatingly, "The annihilation of child labor." In place of one and one-quarter million children working at gainful occupations we have substituted the labor of two million adults. At last the door of opportunity has been opened to childhood that it too may share the abundant life. There never was a time when childhood was given such a release from grinding toil. But what is so tragic about it all is that in the day of its opportunity doors to that abundant life have been closed. In the name of conserving our financial structure we have decreased the appropriations for their recreational opportunities. Because we cannot afford it, with one hand we have closed the doors of the schools and playgrounds and with the other hand opened the doors of saloons.

Sometimes one wonders if we have lost our sense of humor. Of the three billions appropriated for the PWA the first three hundred million dollars were set aside to build and to rebuild roads. That sum was enough to reconstruct every one room schoolhouse in the whole of the United States and its playgrounds. Yet not one farthing was made available for these. I suppose we need these highways of travel, and so-called arteries of commerce, but we have seemingly forgotten that nations as well as individuals may die of the hardening of the arteries. There have grown up in recent days pitiful plague spots and tragic delinquency areas in those seething industrial centers where children are herded into slums and find their only entertainment at the street curb. One supervised playground could eliminate all that at once. One wonders sometimes if the nation is sincere in its desire for the abundant life for childhood.

Not only in the realm of childhood, but also in the adult years of life has religion a stake with recreation workers in this ministry of well-being. Enforced leisure is galling men, making them unwittingly the prey of the demagogue and political mountebank. The sudden reversals of life with their wind shifts of poverty and need are breaking their spirits. Men are so apt to surrender to self-pity. All manner of introspections are filling and haunting the mind. Many are growing morbid in their self-analysis. It is hard to maintain morale and keep sane. Something must be done to relieve that tension and release the strain. No group can meet that emergency as can the trained recreation workers. You have your work cut out for you in these bewildering

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"Enforced leisure is galling men, making them unwittingly the prey of the demagogue and political mountebank. . . . The sudden reversals of life with their wind shifts of poverty and need are breaking their spirits. Men are so apt to surrender to self-pity. . . . It is hard to maintain morale and keep sane. Something must be done to relieve that tension and release the strain. No group can meet that emergency as can the trained recreation workers. You have your work cut out for you in these bewildering times of transition and change. If the future of the world depends upon an honest, poised facing of the issues of life in untoward settings, then the part of the recreation worker is not to be tossed aside lightly. You are perhaps the most potent force in the rebuilding of a better world."

National Government Services Through Recreation

And their contribution through widely diversified channels to enrichment of life for the individual

In Our National Parks

By ARNO B. CAMMERER
Director
National Park Service

One of the evening sessions of the Twentieth National Recreation Congress was devoted to an illuminating discussion of the recreational services offered by a number of the departments of our national government.

ALONG WITH the other Government bureaus touching the recreation field, we of the National Park Service have felt strongly the trend toward expanded utilization of outdoor recreational areas resulting from increased adult leisure time and the need of directed avocational activity.

Until recently we lived in a pleasure-seeking age, but nevertheless an age of discontent. The depression had something of a purging effect. Facing the stern necessities of life, the need of providing shelter and food and covering for the body left little time for the artificialities, and even less time for discontent over trifles. We were fortunate to have a good job, or even a home and three meals a day, rather than unfortunate because our neighbor had a swankier car or more elaborate home. With this sweeping away of old artificial values, and the need for new avocational activities facing the country, we who deal in recreation both as a vocation and an avocation are charged with a great responsibility. We have the opportunity to build upon the wreckage of economic tragedies a saner mode of living, perhaps to rejuvenate our civilization. For it has been said that each individual civilization begins with a striving toward artistic expression, progresses through architecture and sculpture and painting into music, emerges into the scientific, then becomes mechanical and wealthy—and the cycle is about ready to begin all over again.

May it not easily have been that we were approaching the end of our own particular cycle of civilization; that wealth and luxury and mechanical convenience of every kind were smothering those natural impulses that, properly directed, make a nation great? If so, we have been given a respite, another chance to prove our mettle and our place in the sun of modern civilization.

Taking Stock of Assets

But it is more important than ever, if we are to maintain this place, that we pause and take stock of our assets; of our natural resources from the standpoint of well-directed leisure time.

Right now, as you all know, the President's National Resources Board is engaged upon the preparation of a comprehensive report upon the best possible use of all our lands for the ultimate good of the nation. And to the National Park Service has been assigned the privilege of preparing that section of the report bearing upon recreational uses. Not just the recreational use of the national parks and allied areas under the jurisdiction of the National Park Service, but recreational use of all lands throughout the country—city, county, State and Federal. We have secured recreational data from all cities with a population of 5,000 or more, and from half the cities and towns smaller than that; and, of course, from all counties and States. We are making an exhaustive study of it all, to present to the main Board and to the President a clear picture of the needs of the Nation from the standpoint of our national recreational life and of our future requirements in this rapidly expanding field. For the well-directed use of the increased leisure that faces our people today is of the utmost importance.

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The assignment to the National Park Service of the preparation of this nation-wide recreational report was in keeping with the duties of the National Park Service as laid down by Congress in creating the bureau. The enabling legislation placed upon the Service the duty of so protecting the national parks, national monuments and other areas consigned to its protection that they would be available for the enjoyment of present and future generations. Last year President Roosevelt reaffirmed the leadership of the bureau in the field of Federal recreation when he consolidated all Federal park activities in the National Park Service, and when to it he delegated the responsibility of directing emergency conservation work in State parks and similar areas—work planned primarily to improve the recreational values of the areas in question.

In making this statement, I do not mean to imply that we have an option on the development of outdoor recreation on all national areas. Far from it. We are keenly interested in the expansion of recreational use of all Federally-owned lands where this as a secondary use is not in conflict with their primary purposes, but where recreation and conservation for public enjoyment constitute the primary use of any Federal lands, then they logically come under the jurisdiction of the bureau designed by Congress to administer them.

The function of the National Park Service in directing avocational activities through park use is manifold. By providing the physical comforts necessary to life in the open, it it makes it possible for millions of Americans each year to vacation in these areas, deriving the benefit that accrues to all in physical, spiritual, and mental stimulus through life in these supreme wilderness areas.

Once they are in the parks, the next step is to interest visitors in some form of healthful activity. There are fishing, mountain climbing, horseback riding, hiking, swimming, and for a few months of the year some skating, skiing, and other winter sports.

But all people are not inclined toward physical exertion, and many of those who want some definite objective toward which to direct their energies: and so our educational staff—the naturalists and historians — suggest to them ways in which the superlative scenic and scientific features may be enjoyed to the utmost. Guided trips and motor caravans are furnished, and also lectures and museum service. On the hikes of varying duration the natural history and historic objects encountered are explained. The motor caravans lead to points of interest—in this park to a prehistoric ruin, in that to a stupendous geological display. In Yellowstone one of the most popular caravans is known as the game stalk. It is made just before dusk, and visitors get a mighty kick out of surprising a few deer here, a moose there. And they go to the Buffalo Ranch and get the story of how these picturesque animals were saved from extinction and now are thriving, not only in Yellowstone but several other places throughout this country and in Canada.

When a visit to the park is concluded, even the least observing of visitors goes away strengthened physically and with mind swept clean of its city cobweb by the clear air of the mountains or the desert. But the most discriminating, he who has drunk deeply of the cup of pleasures the park has to offer, has found it an exalted spiritual adventure, the memory of which will enrich all his days. To such a one new fields of thought have been opened. An interest in the study of wild life has been aroused, a desire

Natural beauty greets the visitor in one of our national parks

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born to know more about trees and flowers, the fascinating page of history and prehistory turned back, or the story of the earth's making spread before him. So he goes home to study more about the particular subject that has appealed to him. The libraries yield books on the subject, the museums offer supplementary material, and a new avocational activity has been born.

We need no longer worry about the worthwhile use of that person's spare time. He will integrate his leisure time activities into his normal life. For most of the year he will follow his hobby in the city, will know the joy of complete immersion in books on subjects of absorbing interest. And in vacation time we may be sure he again will go to the outdoors, to some type of park or forest whether nearby or far away, that offers the opportunity for further field investigation.

What I have just said does not express a wish or an ideal, or even an isolated case. We know from actual experience how many people have acquired entirely new interests through their trips afield into nature's wonderlands. There is the New Jersey broker who spends his spare time in photographing the beauties of one particularly colorful portion of our country, making slides, and lecturing during the winter. There is another business man turned archeologist; there are physicians of note who become naturalists, photographers and lecturers; there are the business and professional men and women who each year turn mountaineers, going out on the trails with organized outdoor and mountaineering clubs for long or short trips. These instances may be multiplying a thousand-fold.

We know, too, how the naturalist and historian service appeals to the mass of our visitors. Last year, when travel to many of the parks dropped, the attendance at the field trips and lectures soared, and this year it has been in even greater demand. We have an opportunity now to afford mental stimulus to a large cross section of our people from every part of the country, and we must not fail. We must continue to provide recreation—or perhaps I should say re-creation—so that the masses of our people may have the opportunities for the development of a more abundant life. We must plan ahead, so that the new leisure will not find us unprepared.

In closing, I want to leave you this remark by Viscount Grey, that "If as the years go on we can feel the beauty of the world as Wordsworth felt it . . .. then we have, indeed, a recreation which would give us not merely pleasure, but strength, refreshment, and confidence."

The National Forests

By L. F. KNEIPP
Assistant Forester
Forest Service

WE HAVE BEEN working feverishly for the last quarter of a century trying to tell about the national forests and yet few people know much about them. There are 148 of these areas with 180,000,000 acres of land within their boundaries, of which 162,000 acres actually belong to the United States. That is, about seven and one-half per cent of the total land area of the United States. The forests stretch throughout much of the country and mark the summit of the Cascades and the Sierras and Coast Ranges, the Continental Divide, and the Rockies, the Appalachian Mountains and the White Mountains, and then they spread out in the Lake States and Southern Pine States and adopt the map in a large way. So, by their very distribution they are in very close proximity to a considerable part of the population of the United States.

In the old days when you saw a dim blue streak along the horizon, it meant a long trip. But now the farmer, weary of the heat and toil of the day, can get in his car and be over in those mountains in a very few hours. Roads have been multiplying and extending throughout these areas almost to a regrettable extent, so that there is a very wide use of the forests.

Within these forests you find a wide variety of natural attractions, ranging literally all the way from palm to pine, and desert to eternal snow. We have glaciers on some of the forests, and we have stretches of desert on others. They contain every kind of a national phenomena that you can find — peaks, canyons, gorges, streams, lakes, cliffs and caves. A large proportion of the big game animals are within the national forests and we have 60,000 miles of fishing streams, although we don't guarantee that there are fish in all of the waters!

The Need for Recreational Service

There has been some question as to the propriety of allowing these public forests to be used for

recreational purposes, as to whether it is a proper function. But we in the Forest Service feel there isn't the slightest room for debate on this subject. There are the social needs to be met of a population of a 125,000,000 people, and literally millions of them simply dwell in one cubical and work in another, shuttling back and forth between the two in a closed vehicle of some kind, and never seeing the manifestations of nature except as the work of a landscape engineer. We have also millions of people engaged in many monotonous occupations, so that some change in environment is actually indispensable. These people can't be crowded into one or two or more parks. They must have room, and with all of these normal public properties available, they should be used for those prime purposes.

In our national forests the nature lover will find his fondest dreams come true

Then, too, recreation has taken on a very real economic complexion throughout the country. There are literally hundreds of little towns out west that formerly lived on grazing or mining or logging, that have lost those economic occupations, but still are able to exist by selling gasoline and taking care of tourists and organizing hunting parties. The markets created by these activities are a stimulus to industry. So there is a very definite justification for this use.

The forest service type of recreational management is rather sketchy; it is not complex. There is no close supervision or direction of the millions of the people who use the forests. There is no charge or permanent requirement for occupancy of the forests. The only requirements are the proper care of fire and observance of good sanitary laws and practices.

In opening up the forests for recreational use our primary objective is merely to protect public property and public health. This use is marked by simplicity, although you will find, in the same forest, Indians having their annual "blow-out," digging roots, or gathering nuts down in the Southwest; and you will also see people there with Pierce Arrow cars and the most elaborate kind of equipment. You will find tags from five different states of the Union on a single camp ground. Over 8,000,000 people a year actually make some definite occupancy of the forests; 5,000,000 come to observe their beauty, and about 21,000,000 pass through them. To provide for these people, there have been about 4,200 public camp grounds designated, of which 2,600 are improved at the present time. By that I don't mean very elaborate improvements but the simple facilities necessary for sanitation and fire prevention.

The CCC movement and the CWA and the FERA and the PWA have given an enormous stimulus to that development. We have made more progress in the last year than we have made in a decade prior to that time.

Other Facilities and Areas

Sometimes supplementing the grounds, or contained in them, there are a number of areas that are now definitely recognized as of outstanding recreational value, and their use is planned. They may include a camp ground, a summer hotel community, sites for several resorts, or outdoor camps of the more simple type. In other words, they are in a way summer recreational communities, with all of the elements properly balanced and coordinated with one another.

Then we have definite summer home areas. Some of them contain as many as two or three hundred homes, and with a very high degree of local administration by committees for water development and things of that sort. We have

12,200 summer homes in the national forests at the present time.

Certain areas are dedicated for the use of outdoor camps and resorts of different types, including boy scout and girl scout camps. In Virginia we gave up our finest camp grounds to the Girl Scouts and they have now a very beautiful development there at Harrisburg. In California, several of the municipalities, notably Los Angeles, have taken advantage of the ability to occupy national forest lands and have constructed low cost resorts which are very popular and very well conducted.

As another measure of conserving and developing the interest of the forests, there has been established sixty-eight primitive areas with about ten million acres for the purpose of making sure that there shall be no needless invasion of roads and resorts and commercial institutions. In other words, the objective is to maintain as nearly as practicable primitive conditions of transportation, habitation, subsistence and environment.

Supplementing those, but dedicated more nearly to scientific study, are eighteen natural areas in which we are trying to maintain as nearly as possible primeval conditions, the original biological complexities of both flower and fauns for purposes of observation. Over the years, as these examples of primitive nature are preserved, they will have a very deep value both from an educational and inspirational standpoint. In addition we have experimental forests.

Now the idea is rather prevalent that the use of the national forests is only compatible with the purposes for which they are set aside; that they are destructive and unduly increase hazards. We find after years of experience that is not true. Naturally, there is some additional risk to public health and public property when you have millions of people in an area, but that can be guarded against.

It is true that some adjustments are necessary in the use of these forests. For instance, there has to be some water development. Then, again, in other cases recreation has to be made subordinate to other activities, but it can all be worked out, and is being worked out, so that there is no sacrifice. The advantages clearly outweigh the disadvantages.

The Forest Service feels that it is under obligation not merely to tolerate that use, but actually to encourage it, to promote it, not to an extravagant degree, but to permit of its normal development in the use of the forests. It is a use that can go on together with several other uses at the same time. Trees grow, for example, in these areas, just the same as though they were not used. As a matter of fact, before and after the summer season cattle and sheep can graze there without any serious interference. So we can conceive of it as a part of the service to carry on this process of development.

Now the question arises, just what can the National Recreation Association do? Your activities have been largely in the urban areas up until this time, and yet it seems to me that before you there is a field in the national forests for the same type of leadership, of direction and inspiration, that you have in the urban areas. And through such leadership, which I hope you will develop in time, you can do just that much more to enrich life.

We have also appreciated the praise and the cooperation of the National Recreation Association, and we have a very definite desire to cooperate with you. We hope that over the years to come that spirit of cooperation will come into full flower.

Conserving Our Wild Life

By J. N. DARLING
Chief
Bureau of Biological Survey

THE BUREAU OF BIOLOGICAL SURVEY is the custodian of all of the wild life species that exist. Noah started it. I think he must have been the first member of the Biological Survey! He built the ark to save a pair of all wild life. The only difference between Noah and my personal experience is that he started out in a flood and I started out in a drought. And we have had some problems of this year with keeping even a balance of the already depleted ranks of our game species, our song birds and all of the interesting elements of our natural endowment.

It isn't altogether the sportsman and the hunter that we have to contend with in maintaining a fair population of game. We have invaded all of the national ranges, the homes of our wild life species. We have evicted them and spread ourselves out with all of our paraphernalia and our implements, and civilization now reigns where

game used to live. In fact, we have thrown nature's cradle out the window and made our home where nature used to cradle its wild life species.

We have driven game back to the river margins, the raw ragged edges of this country. We did the same thing to the Indians, pushing them out on the deserts and about the only difference between our treatment of the Indian and wild life is that we have quit shooting the Indians. We go on taking our ducks and geese and game species just as if nothing ever happened to them, and every game commissioner and custodian of wild life in the country is berated when people go out for their recreation and don't get their full bag limit of game or catch all of the fish they want in that day! Therefore, the job which I have is to save what we have, to make a plan to put it back.

You may say, "what relation does that have to our problem of recreation?"

Well, I don't suppose they called it recreation in the early pioneer days of this country. If they didn't get their game, the table was empty, and the stories they told at bed time were not the stories of little Johnny Possum and so forth, in those days, but they were about the narrow escapes that father had when he went out to get the meal for the family.

We have changed from the old period when game was a part of our life, but the instinct still remains with us. We have traded our old hunting stories for bed time stories, but there is a certain fineness of mind, a certain fineness of coordination of the body and the eye and the mind in adjusting oneself and pitting one's wits against wild life. It is natural that we should have that instinct. We are only one generation removed from it.

I don't advocate that you tell people to go out and kill game but I do think that if you are going to build trails, if you are going out on a trip through good roads through the forests, there ought to be some of the remnants to look at.

If you like to hunt with a camera, you must have something worth going out to see, and if we don't protect our wild life, there will be nothing to photograph. As a matter of fact I believe that all recreational games are built on the instincts which grew out of our original sustenance. Even following a gold ball around has some semblance of the old contests of putting your wits against the wild life which you had to conquer. If you made a better bag and a better shot you stood well in the community.

I don't like to see those old elements of natural life pass out of the picture, and still, with the constant encroachment upon nature's areas, with agriculture pulverizing all of the natural fields where our upland birds used to live, with the effort to drain all of the old marshes and lakes in order that we may make more farm lands, with the pollution of the rivers and all the careless, thoughtless things that we do, we are gradually taking out of our lives this element, which I think is well worth preserving. I doubt whether any youth who goes forth will be as much interested in any subject as in the natural life to which he is entitled and of which we have robbed him.

We have taken it as a matter of course that nature provided us with a free gift of all of the ducks we wanted. We have never had to worry about the myraids that have gone North in the spring, and South in the fall. Now we know that if we don't watch out we won't have any. Some of the very choicest species are on the verge of extinction.

You can't control the natural enemies of game, and the only thing you can control is man's habit of taking it. That is why we are out of favor just now with the huntsmen, because of the extra restrictions we have been forced to put on them to keep the killing of game down. We never thought about hatching more ducks. We have robbed them of seventeen million acres of natural nesting areas in the North Central States of the United States, once the most prolific hatching ground in all of our migratory water fowl in this country. Seventeen million acres we have taken out to no prime purpose.

That doesn't seem like a well-planned civilization, does it? Especially since we find by actual records that the old nesting areas of ducks made more money from the muskrat skins every year than we have made from a farm product since. I think it takes something like a depression, and a period like this to teach us our follies, and we are commencing actually to do some planning.

We are planning what we may do to take the pollution out of the rivers and my particular job right now is to get back those old marshes, to stop up the drainage ditches, put water in where it formerly made a pleasant picture on the landscape, to restore the old lake bottoms, to divert streams that have been hurried off down the river, and impound water in those North Central areas.

You, perhaps, that is all of you who live East of the Mississippi, for instance, noticed a peculiar phenomenon last summer. For several days a great cloud appeared in the sky, moved eastward until the lights in our buildings here in Washington, and in New York City had to be turned on in the middle of the day that we might see. They called it here a dust storm. It was a sign in the sky of the folly of man in his haste to get rich, destroying the covering of vegetation that kept the dirt where it belonged.

Now, those problems of conservation perhaps are not wild life, but in that great prairie area where that dust comes from, first the grass and the covering had been gnawed to the roots, the wind came and blew the grass away, then it took the top soil, and now it must be restored.

I have $8,500,000 for the Bureau's work—not a vast amount, but it represents the first money that has ever been put into nesting areas to restore our game. I hope that some day the $8,500,000 will produce about one million and a quarter acres of old nesting ground. That ought to produce about 8,000,000 extra ducks and geese and migratory water fowl to pass backward and forward.

That is not all. The new program of wild life management includes the restoration of environment. We are putting on erosion control; we are planting the raw hillsides. We spent too much time clearing up all of the underbrush, and we have no place for our wild life to live.

We are not doing all this for the hunters. I should not be here if all that I was doing was making it possible for people to go out and kill game. My chief interest lies in restoring America to itself.

Agriculture and Recreation

By C. W. WARBURTON
Director, Extension Service
Department of Agriculture

THE FEDERAL Department of Agriculture cooperating with State agricultural colleges, is carrying on Extension work in agriculture and home economics with rural people throughout the entire United States, including Hawaii, Alaska, and Puerto Rico. The work is being conducted in about 2,800 rural counties through technically-trained public agents located permanently in the counties, who work directly with rural people on the farms and in the homes. The counties help finance the enterprise in each county.

The present staff for this work is made up of about 6,500 government-paid agents and about 430,000 voluntary lay local leaders. Through these agents and local leaders, approximately 1,380,000 men and women and 920,000 rural youth 10 to 20 years of age are aided in their work by demonstrations showing the better ways of farming, home making and living. Along with their numerous responsibilities in teaching improved practices in farming and home making, the 6,500 Extension agents employed, with the cooperation of their 430,000 local leaders, are carrying out programs designed to improve the social, the spiritual, and the recreational life of farm people.

Recreational Phases of Extension Programs

The social and recreational phases of the Extension programs include such activities as community singing and music appreciation, plays, games and pageants, camps, contests and exhibits, debates and public speaking, reading, tours, achievement days, vesper services, picnics, folk dancing, and other ways of bringing rural people together, both young and old, for social enjoyment. It is the definite aim of the Extension worker in every county to incorporate some or all of these forms of recreation in their county propram and to promote certain activities in every local community, depending, of course, upon the tastes and desires of the people to be served. It is clearly recognized that accomplishments in some of these lines of recreation have not been up to what might be expected, due to inadequate leadership in counties and in local communities. A comparatively small percentage of these Extension workers have had special training in recreational activities, yet we feel that under these conditions much already has been accomplished in this phase of our Extension work.

The Federal Extension Service feels deeply indebted to the National Recreation Association, through the constructive services rendered by John Bradford, W. P. Jackson, Jack Knapp, Doctor Parker, and others of its staff, for assistance in helping to train State and local leaders in the real place and underlying philosophy of recreation in life and in methods of conducting different recreational activities. Miss Ella Gardner of the Children's Bureau also has given Extension forces

outstanding help in training local leaders and in promoting recreation in rural areas. The men and women trained as local recreation leaders by these men and women run into the thousands annually.

Now for a few figures: In 1933, Extension agencies promoted 22,000 events, featuring all manner of agricultural and home exhibits. They promoted 10,000 farm and home tours for adults and juniors.

The local leaders trained by Extension agents and helpers from the N. R. A. held over 150,000 meetings of various kinds with adults, at which no paid Extension agents were present, while in the case of juniors the local leaders, without the assistance of paid Extension agents, held over 200,000 meetings with over 3,700,000 people in attendance. At these meetings, music, community singing, public speaking, plays, and games were featured. Training local recreation leaders *does* work.

There were 1,360 agricultural and home demonstration agents who reported 13,300 communities which were developing and carrying out recreational programs. Closely related to the recreation programs, and in many instances an essential part of them, 1,500 agricultural and home demonstration agents reported 16,280 communities in which 4-H club members had engaged in community activities.

Community singing and music appreciation stand out as two of the main recreational activities in which large numbers of rural people participate. Community singing is an old form of rural recreation. In many rural communities where this form of diversion had ceased to be active the Extension Service has taken an active hand in reviving it. Singing always has an important place in the programs of State and local camps held by county Extension agents. Some counties have annual music festivals which are sponsored by the Extension organization. Music and drama tournaments are held in some counties to provide opportunity for rural people to develop their musical talents.

Plays, games, and pageants are other forms of recreation which Extension workers are conducting along with their other lines of activity. The value of plays and games in which the whole community can participate is emphasized. Practically all of the States publish bulletins which contain a variety of plays, games, and pageants for the use of Extension workers and local people in carrying on these forms of recreation. Extension agents stimulated the production of over 7,500 plays and pageants in 1933.

Many annual camps are held for boys and girls from 10 to 20 years of age who are 4-H club members. In 1933 there were 1,770 of these junior camps, attended by 170,000 members. These camps sometimes held at one central point in a State, and other times at several different points, have extensive recreation programs. At these camps, boys and girls learn how to direct games and plays and other such activities, so that when they return to their communities they are qualified to help instruct others in these activities. The club camps usually are held for a period of three days to a week. Camps are likewise held for adult farm men and women and are growing in number from year to year. In 1933 there were 700 camps for rural women alone, with 84,000 women in attendance. At the women's camps, there are educational, recreational, and social events. The work of the camps is done by hired help and the rural women in attendance get away from all forms of household work and have a complete change of scenery.

Contests, exhibits and tours have their place as important recreational activities in most Extension programs. In like manner, reading, debates, and public speaking are emphasized, particularly with 4-H club members. Some States, however, place emphasis on these forms of recreation with adult farmers and farm homemakers.

Community picnics are a form of diversion which our Extension workers are stressing among farm people. Farmers' Week at the State agricultural colleges, at which thousands of farm families assemble annually, is a form of rural recreation which has grown in popularity in recent years.

In closing, may I say that we are looking forward in our thinking to one or more rural recreation leaders in every State extension staff, who will train all the Extension forces of the State, including the agricultural home demonstration, and club agents in counties, and help these agents train local recreational leaders from each community in each rural county, to the end that, wherever and whenever rural people assemble, their program may be made up in part of educational instruction, in part of music, play and recreation, and in part of social enjoyment. We hope, also, in time to develop a Federal recreational staff that will act as a clearing house of information

and help in recreational matters in the States, a function now so happily and satisfactorily handled through cooperation with the National Recreation Association. May that Association live long and prosper!

Children's Bureau Promotes Recreational Opportunity

By KATHARINE F. LENROOT
Acting Chief, Children's Bureau
U. S. Department of Labor

THE CHILDREN'S BUREAU was established by Congress twenty-two years ago to serve the interests of all children. Through investigations and technical reports, popular bulletins for parents, demonstrations of methods, and cooperative and advisory services to States, local communities and voluntary groups, the Bureau has endeavored to promote more abundant life for American childhood in terms of physical, mental and social health and well-being. It has used all these approaches to the extent which its resources have permitted in promoting wholesome recreational activities.

Studies of public dance halls, of recreational resources in Puerto Rico, and of leisure-time activities of rural children in selected areas of one State (West Virginia) have been made and reports of the findings have been published. Popular bulletins for parents on *The Child from One to Six,* of which 2,224,878 copies have been distributed without charge and an additional 560,103 have been sold, on *Guiding the Adolescent,* and on *Good Posture in the Little Child,* contain sections on recreation. A handbook for the use of administrators of institutions for dependent children contains a chapter on the organization of recreational activities, and the report of a study of mothers' pension administration includes a section on provision for the recreational needs of the children in families receiving mothers' aid. Special recreational material that has been published includes a game manual of activities adapted to small children, a manual of games for blind children, a folder giving suggestions for the construction of backyard playgrounds, and a mimeographed outline of suggestions for recreational surveys in small communities.

The recreational service which has brought the Children's Bureau into the closest personal contact with recreation leaders throughout the country has been the assistance given in developing recreation programs for rural groups, in cooperation with the Extension Divisions of the Federal and State Departments of Agriculture. Requests for such service have come from all parts of the country, and assistance has been given to more than a third of the States, in some cases through repeated visits. The time of the Bureau worker was often promised a year in advance. The program has included training courses for recreation leaders, demonstrations and special programs for such groups as 4-H and farm women's groups, farm bureau meetings, home demonstration agents and groups in training at State universities and normal schools.

During the past two years greater attention has been given to urban areas, especially small towns. At the request of Parent-Teacher Associations, Federated Clubs, and Business and Professional Women's Clubs, courses for volunteer recreation leaders and assistance in developing community programs have been given.

The close relationship of constructive leisure-time opportunities and the prevention of delinquency has been emphasized. It is impossible to plan for the reduction of delinquency or for the care of delinquent children without giving careful consideration to the development and coordination of recreational resources. Seventy-five per cent of the boys included in the Glueck's study of 1,000 juvenile delinquents had had no connection whatever with supervised clubs or recreational groups. In contrast, two-thirds had been gainfully employed, at an average age when beginning work of 13 years, the highest proportion in street trades. Stimulation of community resources for wholesome recreation is one of the principal objectives of the Los Angeles Coordinating Councils and similar councils in other cities organized to prevent delinquency and enrich child life.

Prevention of Delinquency

The Children's Bureau is now in the third year of a project for the prevention and treatment of delinquency and the training of students for work with delinquents in a mile-square area of Chicago —adjoining the stockyard district—a project carried on in cooperation with the University of Chicago and the Cook County Juvenile Court. The project involves services to individual children by a psychiatrist, psychologist and social

workers, and organization of recreational resources adapted to the needs of the children and young people as disclosed through individual study. The Bureau's specialist in recreation was assigned to the project during the past summer, and a recreation worker is on the project regular staff. A community council in the area sponsors the recreation program, which includes baseball, neighborhood play, and dramatic, musical and dancing programs. Emergency relief workers have been recruited and, under staff leadership, are playing with the children in the streets, visiting the neighbors in order to enlist their interest and assistance in forming adult and junior groups, and offering special help in dramatics, languages and music.

The psychiatrist on the project is of the opinion that delinquent behavior can be lessened to the extent that recreation facilities are extended and planned to serve the needs of individual children. Many large-scale recreation and leisure-time movements are limited in their effectiveness with respect to children who from an early age have been subjected to the over-stimulation and freedom of street life in the crowded sections of our cities. There is much to be worked out in the development of recreation programs for individuals and small groups, reaching them on their own level and in their own streets and neighborhoods, and closely correlated with agencies equipped to deal on a case-work basis with families and children in special needs.

Studies of the welfare of children in families of dependent or marginal economic status now being made by the Children's Bureau in several communities are revealing the appalling meagerness of the recreational resources in these families. In one family of father, mother, and six children from 8 to 18 years of age, living in a basement dwelling, the mother said they "never went anywhere, belong to no clubs, could afford no movies—the children slept a lot." A boy of 18 and girl of 14 were asleep when the agent called at 11 o'clock in the morning (during the summer-vacation period). A family of six children reported that their only recreation was the weekly period of three hours when the street was closed for play. A mother of five children ranging from 9 to 16 years of age said they "just played on the street; the older ones spent every evening in the house; they belonged to no clubs, and never went to the movies." "All we ever do is sit around and talk," commented one mother. Preliminary tabulations of 2,187 unemployed boys and girls 14 to 20 years of age in Chicago showed that nearly three-fourths used no type of social or recreational center. Recreation for mothers and fathers, as well as for children, as a child-welfare measure, was emphasized recently by a group of Federal relief supervisors. Frayed nerves and inability ever to get away from the terrific strain and monotony which unemployment brings have their fruit in irritability, lack of judgment, and sometimes flagrant cruelty and abuse of children.

The Children's Bureau in all its approaches to the problems of childhood recognizes that boys and girls must be given opportunities for creative experience in their formative years. Families, under modern conditions, can afford only limited opportunities for accomplishment and adventure. Gainful employment increasingly is being reserved for the mature.

Intelligent community planning, with State and National leadership, through official and voluntary agencies, for the educational and social needs of children must be recognized as an essential part of our developing social organization.

Recreation and the Office of Education

By BESS GOODYKOONTZ
Aissistant Commissioner of Education

IT IS THE function of the Office of Education to promote education for persons of all ages, and this is equivalent to saying that the Office is a promoter of recreation in a great variety of forms. If recreation had to do only with batting a ball or climbing a mountain my statement would be questioned, but vastly more persons find recreation in reading than in playing golf, and the ups and downs of a crossword puzzle occupy the leisure moments of many more of us than do the pathways in the ascent to high altitudes. In our schools we have always taught those fundamental and most important means of recreation, reading and spelling and writing and the use of words and figures. It is a commonplace, therefore, to say

"Education has helped us to acquire leisure time for recreation; it must also help to prepare people for the use of this leisure."

that the Office of Education collects and distributes information on the most effective methods of teaching reading and writing, spelling and arithmetic, the means of recreation for many. We are so accustomed to attaching to these subjects a utilitarian purpose that we forget how highly important they are in the occupation of our leisure moments.

Information about recreation sounds like a dull enough subject, but actually it forms the basis of improvements in school programs leading to the better use of leisure time. During the past several years publications of the Office have represented a fairly wide range of emphasis on recreational activities. One study completed last year summarized the library facilities and promising practices in library training in elementary schools throughout the country. There can be no doubt that the consumption of literature is enormously increased and we believe improved by the tasting and sampling that even limited elementary school libraries supply. This has not come about without considerable direction on the part of libraries and schools. Our continuous series on school library practices and standards has been based on the belief that we have not yet nearly reached the point of adequacy in school library facilities.

Summer camps have grown remarkably in number, in enrollment, and in public esteem for educational and recreational purposes in the last few years. Publications on the type and availability of camps, on standards and practices, have been issued by the Office periodically.

Still another way of promoting the leisure interests of children is to give their teachers some of them during the summer time. Recently all sorts of exhilarating experiments have been developed in summer school programs, combining travel and study, camping and study, field work in natural and social sciences. We have specialized each spring lately in publications which encourage teachers to play as they study, by describing at length the opportunities waiting for them during their summer vacations.

In quite another field we are now making a study of the facilities for the teaching of music in public schools. It is well known that the last four years have seen a distinct drop in the resources available in public schools for recreational and cultural subjects—music, art, physical education and play, library service, and other elements of an all-round program have been ruthlessly and illogically eliminated in the name of economy. Fortunately there are evidences of building back and building rather more soundly in some of these fields. Possibly the reconstructive process may really result in a better integrated program, with less compartmenting of art, music, literature, and other cultural studies. Many of these studies bearing upon recreational problems represent, not research, certainly, but investigations of a distinctly promotional flavor. This we recognize as a prime responsibility of our Office.

A second major responsibility in the field of recreation is that of administering and financing education programs which contribute to the better use of leisure. Through the Vocational Education Division of the Office nearly eight million dollars of Federal funds were distributed this past year to the States for the promotion of State programs of vocational education. These programs provide particularly for three groups: First, boys and girls who are taking vocational courses in the public schools; second, young workers who have dropped out of full-time day school and have enrolled in vocational courses for part-time instruction, and third, employed adult workers in evening classes for training along the lines of their daily employment. This may seem a far cry from recreation, but there are two important recreational aspects of this distinctly vocational program. First, the part-time and evening classes represent in themselves a worthy use of unemployed time, contributing to better vocational efficiency to be sure, but contributing in many aspects also to a more all-around interest in public affairs; and second, it is recognized that the line between the vocational and recreational purposes of study is a very hazy line indeed, indistinguishable for many individuals. One person studies typewriting for fun, another as a vocational outlet. One person studies millinery just in order to have another hat; another studies it because it is a possible way of earning a living. This vocational program administered in cooperation with the States serves each year more than a million persons in normal times and represents in itself a rather large contribution to the constructive use of leisure.

The Plight of Youth

But conditions, educational and recreational, have not been normal the last few years, and new occasions have taught new duties. During this present period of unemployment opportunities for

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The Educational Program in the Civilian Conservation Corps

By

CLARENCE S. MARSH, Ph.D.
Educational Director
Civilian Conservation Corps

THE EDUCATIONAL PROGRAM now being conducted in the camps of the Civilian Conservation Corps is a great American folk school movement. Let me mention some characteristics of the folk school as I see it. It is an educational enterprise for adults and older youths growing out of the native culture of a people but developing and expanding that culture by helping the people to learn the things that are of most interest or importance to them. It is not imposed from above, it does not prescribe an individual's curriculum, it meets the immediate needs and interests of the people. In the folk school one group may be studying its social and economic problems, another its vocational problems, while still another may be satisfying its yearning for self expression. If you accept this definition or its equivalent, the educational program now going on in CCC camps is a great American Folk School, as I shall attempt to show you.

It is a conservative estimate to say that during the present fourth enrollment period which began October first and extends to March 31, 1935, approximately 200,000 of the 350,000 men in CCC camps will voluntarily enroll in study groups to meet in the evenings during their spare time, to learn some things that they really want to know, to take part in lively discussions. Free from traditions and taboos, this great informal, varied adult educational enterprise in these camps gives to many men a vivid intellectual awakening.

The CCC camps are operated by the United States Army. When the first camps were set up in the spring of 1933, the War Department promptly saw the need of an educational program and organized one. Before long it became obvious that the officers in charge of camps were so heavily burdened with other duties that it was unfair to expect them to conduct an educational program. The present educational plan approved by President Roosevelt, by Mr. Robert Fechner, the Director of Emergency Conservation Work, by the United States Commissioner of Education, the War Department, and other Government officials, provides that the United States Office of Education shall select and appoint the teaching personnel and serve the War Department in an advisory capacity on educational policies, materials, and procedures. All who are concerned realize that effective rehabilitation of men in camps demands not only that they be fed and clothed and given work to do, but also that in their spare time they be given the utmost opportunity to learn about the world in which they live and their relation to it.

During this present enrollment period, there will be in CCC camps approximately 200,000 young men between the ages of 18 and 25, and approximately 70,000 war veterans and woodsmen. At the present time an educational program is provided for only 1,468 camps originally authorized, but it is hoped that the program will be extended to the remaining camps more recently organized for men from the twenty-two drouth states. Enrollment is for a six months' period with possible re-enrollment for the succeeding period.

The present educational plan, approved by the President last December, was organized immediately and put into operation during the spring. It

One of the more recently created services of the Federal Government was also described at the Recreation Congress

has been going at full strength only during the summer months. The plan called for an educational adviser in each camp who, under the direction of the Camp Commander, would develop an educational program suited to the needs and interests of the men in the camp. Budgetary limitations have made it impossible to appoint more than about 1,100 of these camp educational advisers so that a considerable number of them have to serve two camps.

Now these camp educational advisers are a well trained lot of men. These figures are impressive: 92 per cent of them have college or university degrees; 31 per cent have Master's degrees; three per cent have Doctor's degrees. Seventy-eight per cent have had teaching experience; 32 per cent had been principals, supervisors, or superintendents.

In addition to a camp adviser who is, in most instances, a trained and experienced teacher, we have in each of these 1,468 camps an enrollee chosen to assist the educational adviser. Those two groups of men who give their full time to the educational program in camps, together with the necessary administrative and supervising educational staff give us a total of 2,580 full-time persons whose sole job is to teach or supervise in the CCC educational program. Moreover, in addition to these there are many part-time instructors such as the Company Commander and his lieutenants, the Company physician, the forester, technically trained foremen, teachers, lecturers, and others from near-by communities. A very conservative estimate would place the number of these part-time teachers at 5,000. To summarize, it is conservatively estimated that 7,580 persons are giving full time or part time to the educational program in camps.

How do we work toward those aims? In every way that the genius of educational advisers can devise. Another remarkable statement contained in the Handbook reads as follows: "There is no program planned outside the camp and imposed from above. The program must be worked out for each camp separately. Individual counseling, guidance, and stimulation are the keys to the selection of materials. Informal study, reading, and discussion will characterize the methods probably used most largely. Do not rely too much upon class instruction as usually carried on in school or college."

Do you wonder that we think of this as a great folk school movement? The men in a given camp study what they want to know, and the program of study in that camp may be different from that of any other camp in the country. I repeat again that participating is voluntary. If a camp educational adviser cannot organize an educational program in his camp so that a goodly number of men enjoy participation in it, he must resign. Our assumption is that learning is a pleasurable exercise and that groups of adults under competent guidance and leadership will gather together in their spare time to study and discuss subjects of interest to them. The response in the camps confirms our assumption.

The Camp Set-Up and Program

I hope you have in your mind a picture of a camp set-up. Since the work jobs of these camps lie mostly in the forests and parks, the camps are largely in forests and parks. Picture this set-up: At the head of a company street perhaps two blocks long is the camp headquarters building housing the offices of the camp officers; near-by is a small camp hospital building; along one side of the company street is the camp mess hall, a long low building; and beyond that the recreation hall. Beyond that is apt to be a boxing ring, a baseball diamond, and other recreation facilities. Across the company street from the mess hall and the recreation hall are four long low barracks buildings at right angles to the street. Some camps have put up small buildings or tents in which classes may be held, but by and large, there are no special facilities of that sort. Discussion groups and classes meet in the mess hall, in partitioned cor-

OBJECTIVES OF THE PROGRAM

1. To develop in each man his powers of self-expression, self-entertainment and self-culture.
2. To develop pride and satisfaction in cooperative endeavor.
3. To develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each man may cooperate intelligently in improving these conditions.
4. To preserve and strengthen good habits of health and of mental development.
5. By such vocational training as is feasible, but particularly by vocational counseling and adjustment activities, to assist each man better to meet his employment problems when he leaves Camp.

From "The Handbook for the Educational Advisers in CCC Camps."

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ners of the recreation hall, in the offices of the Company Commander and the educational adviser, in a corner of the barracks, in fact any where that men can sit down and talk. A few camps, to be sure, do have what they call a camp school house. I recall one such out in Idaho, constructed out of lumber from an abandoned sawmill which the Camp Commander bought for ten dollars out of company funds. Under the direction of the camp educational adviser the men of the camp built this school house about 40 by 20 feet in size. From some source they secured an old bell which mounted in the cupola was proudly rung to call men to class. It is significant that a school house is in that camp. It is most significant that the men wanted it so much that they built it in their own spare time.

The War Department supplies each camp with a library. Near-by town and city librarians, county librarians, state librarians and university librarians have been exceedingly helpful. The American Library Association has taken a keen interest in this whole educational program.

One of our major problems has been satisfactory text material. Books are too costly; many of them are too dull to hold the interest of men who have been out of school for years. Text books seem to be written for children or else for students at the college level. Too few books meet camp needs of simple vocabulary, suitable presentation of materials for adults and type large enough to be easily read by the light available in camp buildings. Bear in mind that many camps, far from power lines, must have their own electric light plants.

To meet this need the General Education Board provided last June a fund of $40,000 as a grant to the American Council on Education for the preparation of suitable study material in the social sciences. Pamphlets are now in progress, written especially for enrollees in CCC camps.

I cannot omit this opportunity to pay tribute to school principals and superintendents who have opened their school buildings at night to men in near-by camps. By truck loads men go from camps to use the shops and laboratories and class rooms thus provided.

Typical Camp Programs

What do these men in camps want to study? The answer is almost everything. The subjects are as varied as human interests. Here are two typical camp programs:

CCC COMPANY 769—INDIANOLA, IOWA

Subject	*Average Attendance*	*Taught By*
Auto Mechanics	35	E. C. W.
General Mathematics	4	Local Teacher
Highway Construction	12	Eng—Res.
Aviation	18	Educ. Adviser
Forestry	15	E. C. W.
Typing	15	Selectee
Bible Study	12	Local Man
Reading and Writing	4	Educ. Adviser
Surveying	8	E. C. W.
Safety and First Aid	200	Med.-Res.
Cooking and Baking	15	FA-Res.
Church	40	Ministers
Operation and Care of Grading Machinery	4	E. C. W. Staff
Glee Club	50	Col. Simpson
Journalism	5	Selectee
Carpentry	12	Local carpenter
Electricity	8	Local Electrician
Shorthand	9	Educ. Adviser
Dramatics	20	Selectee
General Science	30	E. C. W.

CCC COMPANY 512—PUTNEY, KENTUCKY

Subject	*Average Attendance*
Recent World Events	18
Reading, Writing, Arithmetic, Spelling	13
Penmanship	11
English	6
Business Arithmetic	9
Letter Writing	16
Public Speaking	11
Forestry	17
Journalism	publish paper
Telegraphy	3
Typing	16
Auto Mechanics	9
Agriculture	3
Shorthand	11
Stamp Club	5
String Orchestra	6
Boxing	12
Group Singing	25
Photography	10
Lettering	3

Many camps publish weekly newspapers in mimeographed form. These are usually the product of a class in English or journalism.

Much teaching on the job is done by foremen who frequently are engineering graduates. In one camp that I visited the educational adviser brings all of these foremen together one night a week for a kind of seminar discussion of ways and means to teach on the job, so that enrollees while doing the day's work develop increasing skill.

You will note that the subjects may be grouped roughly under four headings: Vocational subjects; fundamental subjects, such as reading, writing, arithmetic; academic subjects, to be found in the elementary, high school, and college curriculums; and self-expression or recreational subjects. A partial list of this last group is singing, dancing, public speaking, drawing, painting, modeling, dra-

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The Contribution of Recreation to Recovery

There are certain obligations to the unemployed outside of relief which the Federal Government and the communities cannot escape.

By AUBREY WILLIAMS
Assistant Director
Federal Relief Administration

I FEEL VERY GREATLY honored to be here tonight with Dr. Finley and with all of you people. The last time I was with you at one of these Congresses, about fifteen years ago, I had one of the greatest thrills of my life, and I met a lot of people then—people I have never forgotten, people who made a very deep impression on my life. One of those very dear spirits was Will R. Reeves and I still honor his memory for all that he did for Cincinnati and for all he did for me and thousands of others. So I feel very happy to be here.

I want to talk very simply about a problem with which all of us are very much concerned. Some of us are probably a little more concerned with it than others because it is right on our desks hour by hour and we must do something about it. That is the problem of the millions of our neighbors and of our people, many of them in our own families, who are now absolutely destitute, and of the many other millions who are growing daily more destitute.

The topic you asked me to talk about is "Recreation and Recovery." I suppose there are people who will wonder why these two things should be linked together among serious and thoughtful people. Of course, none of you will think that for a moment, and I am glad I can truthfully say that the number who question the wisdom of linking these two things are growing fewer all the time. I think, however, it might be profitable even for us and for the sake of our own thinking to consider as objectively as we can what this thing really means.

As I see it our job is fundamentally the task of trying to provide people with work, with an opportunity to earn a living for themselves and their families. That is our fundamental obligation and nothing can take its place, nothing that we can do here no matter how fine it may be. There is no point in not recognizing this truth.

In this problem of unemployment I think there are things we can do of which we as a people, as a nation, have been unmindful. I think we are missing a lot of fine bets in trying to be of help to those of our neighbors who are struggling for existence. We are too prone to think that if we cannot give them a job there is nothing that we can do. Of course, you know that is not true and you are all carrying on a work which belies that idea. And yet you are undoubtedly struggling to do your work in the face of a community attitude which frequently blocks what you do. It might be beneficial for all of us if we could demonstrate here just a little of what we can do outside of this main objective of trying at this time to aid the vast population of our people through this desperate period.

Our Spiritual Impoverishment

It might be well to recall that we were not only poor in matters of economics when the depression came, but we were poor in other things as well. We were poverty stricken in matters of habits for the constructive use of our leisure time, and nowhere is that more evident than it is at the present time in the lives of those who suddenly find themselves without any means and with all their working hours upon their hands.

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It is a truism to say that we have grown into the habit of buying our play and our recreation. Probably nothing has borne that home to us so much as the depression. I should take some comfort, and I am sure you would, if I thought there was a realization on the part of the communities of America, borne in upon them by the experience of the hundreds of thousands of their own people, of the impoverished condition of our lives with regard to habits and attitudes in the use of leisure hours. So much a part of us had that attitude toward leisure become that we did not use our time profitably even in the days when there was hope abroad, and when there was a feeling of zest and of ultimate triumph on the part of all of our people in the improvement of our skills. I well recall how proud we were at the University of Wisconsin that we had something like 13,000 students throughout the state engaged in some form of educational activity or in increasing their vocational skills.

In other words, we were then a people who seemed to slip easily into the wasting of what later was recognized as precious hours which might have been used not only for personal enjoyment but constructive improvement. Now the experience of looking back upon opportunities lost must be one of the bitterest which so many of our fellow citizens are going through.

Again, this realization of lost opportunities brings home to us the fact that we as a nation have been very slow in appreciating the importance of having facilities for the proper use of our leisure hours. It is ironical and a sad commentary of our national life that we could take such great pride in the fact that a few schools were open as community centers at night throughout the length and breadth of our great land. And here was something in the opening of our schools for the use of the people that every community should have welcomed and united in bringing about, and now we have hundreds of thousands of people with no place to turn today.

I shall never forget going into the splendid four story school center in Milwaukee which Miss Dorothy Enderis organized there and feeling, "Well, here is something that seems so natural it should exist everywhere else." And yet one could go to community after community and never find another center like that. I hope that is not true today—it was true a year and a half ago.

Another impoverished condition which the present situation has revealed is the great need on the part of communities as a whole with regard to the general moral and skilled life, if we can put these two things together. Four out of five of us have been and are yet complacent about the situation. We are still "putting up a front" and setting up obstacles which make it very difficult to get down to real and intrinsic values.

These are some of the things very briefly which have come out of our experience in this emergency.

Trying to Find the Solution

To meet this situation in part, and only in part, the Relief Administration has at least recognized that it exists. I presume there is some value and virtue in that I want, however, to preface anything I may say about the Relief Administration with a statement that we don't take very much pride in what has been accomplished; no one who is close to the situation can take much pride in it. For the most part you get from it nothing but heartaches and a feeling of utter discouragement, of bewilderment and bafflement, in the face of anything so huge, so enormous.

Today a gentleman from Atlanta came in my office and looked over a map which shows the counties designated drought areas. There are 1,400 counties so designated. He said, "I sometimes wonder how you people keep up at all; how you can stand it."

Well, the only way you can stand it is simply by being humble. The situation makes you humble, and you are completely willing by virtue of that to do the little you can, never feeling you are riding the crest of any waves or reaching your goal. So whatever anyone may say about it you can put it down that there are ten things which should be done and perhaps nine of them were done. We recognize this and that may be something.

Mr. Hopkins has said that 30 per cent of our work programs should be given over to projects which have to do with recreation, with the building of recreation plants, with the

A bandstand in Shawnee Park, Louisville, where relief workers are engaged in beautification and construction work.

Courtesy Parks and Recreation

provision of recreational services of a character having to do with the proper use of leisure time. I think that this whole program is probably receiving more attention proportionately than any other program we are carrying on, and the reason for that is frankly, first of all, that it is one of Mr. Hopkins' "pets," though I don't like that word. There is something constructive here—something you can perhaps get somewhere with. Mr. Hopkins gives a lot of time to it.

I am very sure as I look over this audience that you have had a very important part in these developments because reports come back to us and we learn that here and there such programs are being carried on as have been described at this Congress. And we hear of educational programs with a curriculum of 337 different subjects which the unemployed may study and with 120,000 people enrolled in these courses. Dr. Alderman, who is head of these educational programs, is always pressing us for more money, and after all money does tell the story of how many teachers can be engaged and of the number of pupils that can be admitted.

One of the things that I like in the program I think above everything else is that we are building some playgrounds; we are creating some parks; we are draining swamps and building in place of them playgrounds for the future. I had a real thrill in New Orleans when I saw them building a thousand acre park right in the middle of the town which had for years and years, I suppose from time immemorial, been a swamp. The director told me of the zest and joy the men were putting into that job.

This is the kind of thing that is going on all over America. I asked Mr. Goldschmidt to give me the approximate number of such projects so that I could tell you. He worked for a couple of hours and then he said, "That's impossible. I can't tell you." And I said, "That's fine. I will just tell them that the number is in the thousands."

We have done a great deal along the line of school gymnasiums and we are all tremendously interested in that. The state director of Mississippi tells us they are now able to say that every rural school in Mississippi has a playground. That means tremendous things to the children in these communities. So it may be that along these lines the depression has brought about some things that might not

otherwise have occurred. I don't like ever to say that the depression is a good thing—it couldn't possibly be—but some good things are coming out of it.

Our Obligations

I want to say just a few words about the obligations that it seems to me rest upon us and upon the country in connection with the unemployed.

Inasmuch as we cannot find jobs for all these people at the present time—and there is no use fooling ourselves; the jobs aren't here—then as a nation we have some pretty clear obligations along the lines of the skills and the morale of the unemployed.

In the first place, I feel that any Relief Administration and any community are obligated so to order their policies that they will do nothing which will hurt the respect and morale of the people they are trying to help. That is not an easy thing; it is an awfully hard thing. One of our Washington friends toured the country incognito. He said to us, "You are doing a pretty good job but there is one bad thing you are doing. A good many of the people you are trying to help are going away from you with the feeling that you have done a good thing for them but with a sense of misgiving. Some of them are even out and out angry with you. They don't like the way things are handed to them, etc., etc."

Our task is that of helping a person in such a way that he will not feel you are doing something for him because you have power, and he has not, and you are going to be kind. You must somehow get him into feeling that you understand what he is going through and that but for the grace of God you would be where he is. Somehow you must get across the feeling that he is just like you, that he belongs and will continue to belong, and that the situation is transitory.

To get over to the personnel an appreciation of this relationship is about the hardest thing in the world. One of the difficulties is that a little authority goes to people's heads.

Mr. Hopkins keeps saying over and over again that he doesn't like relief. And I want to say that I wish every one of our organizations had the same feeling of not liking it, and wished that the position it holds could be made unnecessary an hour from the time the last relief is given.

And yet this is one of the rarest opportunities we have ever had to do something for the morale of men and women.

I am told that over 50 per cent of all the members of the American Association of Social Workers work for us and they are "leavening the lump" out there with a technique which we hope will make for an understanding relationship. For certainly if there is one obligation above everything else, it is to see that we do our job in such a way that the recipient will feel everything is going to work out for the best and he and his values will not be impaired.

Another thing that we are obligated to do, it seems to me, is somehow to maintain the skills of the unemployed. We must maintain not only their morale and self-respect—the things which are suffering above everything else—we must also keep their skills sharpened and quickened so that if and when the change for the better comes and they go back to their benches, their desks and their counters, they can take their places not only with their old skills but with these skills enriched.

We should take this as a great nation-wide opportunity to give many of our people the training they need. We in our hearts know how badly trained we ourselves were; how much we missed in preparing for the things we later were called on to do. Multiply that by millions and we have a tremendous situation. We hear so often that many of the unemployed will never go back to work. We hear discouraging talk about a man forty-five years of age being through. I suppose there is nothing you can do to stem that tide but I think it is a tragedy. Some of us are nearing forty-five and somehow life seems just to have started.

We in the Administration and you in the communities have the responsibility of so ordering the work that we shall offer people opportunities to improve their skills. If we miss that opportunity we are failing just that much in duty.

There are other problems which you and I have thought

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"One of the things that I like in the program—I think above everything else—is that we are building some playgrounds; we are creating some parks; we are draining swamps and we are building in place of them playgrounds for the future."

The Recreation Movement in Boston and Its Place in the National Emergency

By WILLIAM PHILLIPS
Under Secretary of State
Washington, D. C.

MY SUBJECT this evening is "The Recreation Movement in Boston and Its Place in the National Emergency." May I preface my remarks by a brief review of the growth of our extensive recreational activities in Boston?

In October 1931, Governor Ely appointed me chairman of the Massachusetts Emergency Committee on Unemployment, and in the natural course of events, I came into personal touch with the objectives of the National Recreation Association. The other day, in looking over the report of the activities of our Committee, I was much struck by the efforts which we then made to encourage throughout the state the extension of recreational facilities not only for the benefit of unemployed "white collar persons," but also for the average wage earner and his family, who, because of reduced hours of employment, had a surplus of free time on their hands. It was largely owing to Mr. A. R. Wellington of this Association, whose services were generously loaned to us, that our Committee came to realize the importance of planned recreation and I am glad of this opportunity to again express my gratitude to Mr. Wellington.

But the functions of the Massachusetts State Committee were limited; funds were lacking and we could not attempt to accomplish much more than a consolidation of efforts of the cities and towns to provide financial relief and employment. The only striking contribution to the cause of recreation which was made that year was the establishment in Boston of a series of cooperative university courses offered free during afternoons for anyone who had the time to attend. A member of our Committee, Mr. George P. Hamlin, Jr., of Boston, conceived the idea, and with his dynamic personality and the active assistance of virtually all institutions of college rank in Greater Boston, the popularity of these courses became immediately apparent.

The following autumn, that of 1932, saw a discontinuance of the State Emergency Committee and the absence of any city or state machinery to stimulate recreational activities for the unemployed or part time employed. Conditions in the city of Boston were far more serious than in any other part of the state and promised to be acute before the winter was at an end. I remembered the lessons learned during the previous year and wondered whether something might not be done in Boston to increase public recreation and so ameliorate conditions throughout the city. The Governor had, during the previous year placed at the disposal of the Emergency Committee on Unemployment the State armories, which were to be thrown open as shelter during the day and for sleeping quarters during the night to those in dire need. It occurred to me, therefore, that the armories in and near Boston might now be utilized for recreational purposes.

Finding Facilities

However, before developing this idea I called at the offices of the Community Service of Boston and made the acquaintance of its highly efficient secretary, Mr. W. Duncan Russell, who for years had been advocating additional public recreation programs for the city. We discussed the possible use of the armories and ways and means of attracting to them persons who had time on their hands and no place to go. It was from Mr. Russell that I learned the city of Boston had a large investment in municipal buildings erected a good many years ago at a cost of about $15,000,000. It appeared that

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there were eleven of these buildings in eleven different sections of the city, each of which was provided with a splendidly equipped gymnasium, two with large swimming pools and most of them with other rooms, large and small, which would be ideal for recreational activities of various types, and far superior to armories. It also appeared that full use of these buildings was not being made, partly because of lack of funds, but perhaps more especially because of a failure by the city authorities to appreciate the importance of offering to the public recreational activities on a much broader scale than heretofore, especially during the winter months. While the buildings were open from noon until 9 P. M., only a small part of their floor space was actually in use during those hours.

The next step was to consult Mr. Joseph Lee, President of the National Recreation Association, and to form a small committee of prominent citizens who were interested in seeing that the city's municipal buildings served a wider purpose. Any change contemplated in the plans of city governments necessitates long and arduous conferences, and so in this case much time was lost before the authorities found ways and means to respond to the Committee's request. But respond they did finally, and in a spirit of cordial cooperation. The Emergency Committee on Health and Recreation for the City of Boston was at last formally launched by the mayor.

Boston, from the beginning of the recreation movement, has been as conscious of its responsibility to provide playground space for its inhabitants as any city in the country. It has been slow in matters of organized programs and very neglectful of adult recreation needs; but past city administrations must certainly have been thinking further than of play space for children when they erected the city's eleven municipal buildings and made provision for its extensive, well-equipped outdoor recreation system.

It seemed strange to me that the idea of organized recreation program in the municipal buildings had been so foreign to the minds of the city authorities, but doubtless it never occurred to them that the facilities as they existed would not be used on people's individual initiative. When the buildings were not so used, the authorities felt that the city had done its part in providing places for recreation and if the people did not want to use them there was nothing further to be done.

Something in the nature of our present abnormal economic situation, with its far-reaching unemployment, was apparently needed to quicken the imagination of the authorities and awaken them to the realization that actual recreation programs were desirable and necessary. The appointment, therefore, of the Emergency Health and Recreation Committee in the Fall of 1932 was clearly a recognition that city government could not rest satisfied with providing food, shelter and clothing for the needy, but that provision for mental relief was almost as important.

It was resolved to house the new committee in a neutral office independent of any city department. Community Service of Boston with its office and staff having long experience in such matters and a real appreciation of the job to be done, seemed to fulfill the requirements. Mr. Duncan Russell, its secretary, became, therefore, the central pivot around which the Committee's activities began to develop.

Committees Organized

The problem was obviously to extend immediately opportunities for organized programs beyond the narrow limits to which they had been confined, and to make these programs so stimulating and worth while that the public would be attracted to them. The types of recreation chosen included games and reading rooms, amateur music and dramatics, arts and crafts, popular educational courses and various forms of physical activities in the gymnasiums. The best advice as to how these activities should be stimulated was obtained from advisory committees of experts specially appointed for this purpose, and public spirited men and women quickly accepted membership on these committees. In less than two weeks programs in all of these activities were ready to be put into operation.

"For every dollar expended by our national, state and local authorities and by the employers of labor to give to the public more and better recreation facilities, we, as a nation, will make an investment which will pay tremendous dividends in the health, morale and happiness of our citizenship. The right use of leisure is the nation's problem."

It was well understood that it would be futile to set up our programs in the various sections of the city without first inviting the cooperation of the people of the neighborhood. Therefore, it was decided to form special neighborhood committees throughout the city which would have final responsibility for the programs adopted. These committees have more recently been improved and have become the key to the success of the entire city program. Not all of these committees, and there are fourteen in operation now, have precisely the same set-up, but they have a common purpose—that of improving conditions in their respective communities. Necessarily each neighborhood committee functions through an executive committee and subcommittees selected for each department of the program. It is important to stress the work of these subcommittees. They are not necessarily composed of members of the original neighborhood committee, but are chosen from the residents of the community by virtue of their known connection with the activity on which they are prepared to work. Thus a subcommittee on music in Neighborhood A would be made up generally of musicians resident within Neighborhood A; likewise a subcommittee on educational courses would be composed of resident college or school teachers, and a subcommittee on library extension would be composed of resident librarians. As these various neighborhood committees began to function, each met on the average once every two weeks, leaving to the subcommittees the details of the work in hand.

Naturally the ways and means to provide financially for adequate staffs and supervision of the various activities of our city-wide movement was a problem from the start. For the first two seasons the Emergency Campaign of Boston contributed in sufficient amount to staff completely the muncipal gymnasiums with recreation leaders and to provide for organizers for nearly all of the fourteen local neighborhood committees. City public welfare recipients took charge of the game and reading rooms in the municipal buildings and the universities and colleges in and around Boston supplied lecturers for the popular educational courses. It is of interest that during the first three months of operation the game and reading room attendance in the municipal buildings reached a peak of 134,000. During the second winter, that of 1932, the programs of the previous year were followed in much the same manner. Experience had demonstrated the desirability of even better neighborhood organization, and so much was accomplished in this direction that when the Federal Emergency Relief Administration made its appearance in the Spring of 1934, the stage was already set for effective work on a much larger scale. Our Committee on Health and Recreation at once made application of the Federal Emergency Relief Administration for personnel to take care of its summer needs and in this way programs in choral, orchestra, dramatics and in young men's and young women's activities became possible.

Some of the Accomplishments

The following figures give some idea of last summer's accomplishments:

50 playgrounds operated for men and boys' activities. 875,350 was the total attendance during a ten week period.

25 playgrounds operated for older girls' activities, 61,830 was the total attendance during a ten week period.

11 amateur community orchestras rehearsed and gave concerts during the summer, 4,400 was the total participation at rehearsals and concerts.

8 amateur choruses rehearsed and gave concerts during the summer, 8,800 was the total attendance on the part of the singers.

8 amateur dramatic groups rehearsed, 4,112 was the total attendance on the part of the actors and actresses.

192 concerts and free entertainments were given (75 radio broadcasts by orchestra and chorus), 76,800 (approximately) was the total attendance at these concerts and entertainments.

The Emergency Relief Administration has given a great impetus to public recreation throughout the nation, but it remains for communities themselves to take the initiative in planning wise projects. Fortunately, Boston was prepared to take advantage of E. R. A.'s cooperation because of the work which had already been begun in the Fall of 1931. Our City-Wide Committee on Health and Recreation continues to function energetically and has become a powerful agency for Boston's

future welfare. At present all of the recreation activities have been sufficiently planned and developed to assure their continuance during the coming winter. The choruses, orchestras and groups in dramatics have reached such an excellence that they command wide attention whenever they appear in public. Boston, it seems, is well equipped to go forward rapidly in developing a permanent city-wide program of such a character that the boy or the girl, the man or the woman, who has only sufficient wage to pay for life's necessities can find some opportunity to enjoy spare time in a sound, sane and constructive manner.

So much for Boston, but before concluding my remarks, may I mention public recreation in Massachusetts?

Throughout the State

I have shown that Boston is doing well, but I am glad to say also that the state is doing well. You are aware that Mr. Hopkins, of the Federal Administration, suggested to the various state emergency administrators that approximately 30 percent of the total allotment of his funds to each state should be utilized to provide qualified workers for public playgrounds, community centers, athletics, orchestras and many other types of avocational work. In the past five months, besides Boston, approximately 200 Massachusetts communities have taken advantage of these suggestions and have initiated various sorts of recreational programs with supervisors employed and paid from the Emergency Relief Funds. Time forbids my mentioning individual communities other than Springfield, Somerville, Salem, Norwood and Watertown, which are all moving forward exceptionally well in planning recreational projects. I cannot help expressing my pride, as a Massachusetts man, in the farsighted way which the state, as a whole, is preparing to tackle the problem of public recreation. Many employers of labor have become deeply interested in the problem, recognizing the importance to them that employees should use their spare time advantageously and should not turn to destructive forms of "recreation" which may be fostered by undesirable persons or agencies.

It is my humble opinion that for every dollar expended by our national, state and local authorities, and by employers of labor, to give to the public more and better recreation facilities, we, as a nation, will make an investment which will pay tremendous dividends in the health, morale and happiness of our citizenship. The right use of leisure is the nation's problem. More and more we are coming to realize that well conducted community recreation centers are necessities and not luxuries. I believe that every community should give thought to these matters and, if they have not already done so, should consider the setting-up of local committees on recreation. As soon as the problem is presented they will realize, I feel sure, that emphasis must be placed on obtaining free services, free material, free use of facilities—in short, upon cooperative helpfulness from many sources in the community.

Imagination, ingenuity and courage are called for. And it is gratifying to find the extent to which the exercise of these qualities will yield results. A survey of any community, no matter where situated, will show that it has a contribution to make to the total enrichment of life. Cities are places in which to live, as well as to work. The school and the university, the park, the playground, the library, the museum, the art gallery, the settlement house, the church and the home all add their share to the liveableness of the community. Women's clubs, parent-teacher associations, civic groups, the chamber of commerce, the Y. M. C. A. and the Y. W. C. A. and the Scout organizations all have programs that are doing much to provide for avocation interest and for the education of leisure time. It is through the cooperation of all these institutions, brought together and stimulated into further activities by a central committee, that a community may realize the broadest happiness and achievement.

There should be no need to tell people what they shall or shall not do with their leisure, but is it not plausible to suppose that what people actually decide to do with their free time will depend largely upon what the communities provide in the way of facilities and opportunities?

I believe firmly that our boys and girls, our men and women, are inherently fine and wholesome, that given half a chance they will utilize their vastly increased leisure in such manner as not only to add to their own joy of living, but to promote the best welfare of their neighbors, their communities, their state and the nation.

Citizens' Councils for Constructive Economy

By HOWARD P. JONES

IT HAS BEEN too little realized that the activities of a community are as interrelated as threads in a fabric; that when we cut the costs of recreation or libraries in a well-balanced municipal program the cost of crime goes up, that when we abandon the collection of garbage the cost of public health or the private doctor bills go up, that when we close schools we stop civilization as we know it.

The average citizen has not, until recently, bothered to examine the fabric of government. As long as the cover enveloped him comfortably so that drafts did not get in, he did not worry about whether a smaller surface perhaps might not have been just as satisfactory, whether the design was not more elaborate than necessary, whether a less costly material might not serve the purpose, or whether the labor involved in making the cloth was the minimum for producing a good article.

Along came the depression! Mr. Citizen not only began to take cursory glances at the texture of his local government but borrowed a microscope to examine its warp and woof.

It was an attitude forced upon him. The average American city last year and this has been able to collect less than three-fourths of its anticipated incomes. In many instances cities have been able to collect only half their levies. In ill-considered moments of panic state legislatures have fastened upon cities straightjackets in the form of tax limitation measures that have caused some municipalities practically to go out of business. Payment of principal and interest on debts in some instances uses such a large proportion of what the local government is permitted to ask of citizens that nothing is left for operating expenses.

The necessity for cutting municipal budgets by no means has been accompanied by a decrease in demand for the services which citizens have come to expect of their local governments. The policeman is still expected to keep order, the fireman must be ready to extinguish the spark on the roof, citizens are not ready to break their car springs in holes in the pavement, they do not plan to burn their own garbage. Schools must not be closed. "Should my child be cheated of an education and handicapped for life merely because he happened to be born in a valley rather than on a peak of the business curve?" demands the taxpayer, and he is justified in assuming the rightness of a negative answer.

We continue to expect local government to guard us from the ravages of epidemics. Shall we save money by closing our libraries, playgrounds and parks?

Constructive Economy the Answer

A worse suggestion could hardly be made, for these are typical of those services of government which should be expanded rather than contracted during a depression period. A man with a job can buy his own books to read; if necessary, can find his own recreation. A man without a job can do neither. While in prosperous times recreation programs were planned largely for children and and young people, those who had most time to take advantage of them, this class has been suddenly swelled by thousands upon thousands of adults who are forced unwillingly to accept a leisure in the use of which they are untrained. To keep minds and bodies of the unemployed in good condition throughout years of hardship, and better prepare them so that they will be ready to take advantage of the new opportunities of better times, is one of the Herculean tasks of those governmental departments which provide what we designate as "social" and "cultural" services.

To reiterate the problem confronting local governmental officials and citizens we must have economy and we must have governmental services. The answer is constructive economy. We must eliminate waste, inefficiency and graft. We must reorganize the structure and improve the administrative methods of government so

Mr. Jones is Secretary of the National Municipal League and Editor of the National Municipal Review. His organization, whose headquarters are at 309 East 34th Street, New York City, will be glad to supply plans for the organization of citizens' councils and to give more detailed informaton about the type of work that may be done by such groups working locally.

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that there will be left, in the necessarily curtailed budget, funds for essential services. We must not whirl the economy axe indiscriminately but we must examine the whole structure of government carefully, subject each service to evaluation, and preserve that which is most essential to the general welfare.

It is a difficult process, one that can not be left solely to public officials but one that needs the cooperation of the best brains of the community. It was this realization that brought about the birth of the citizens' council idea which has spread until at present there are such councils in thirty-three states and councils being organized in communities in all of the remaining states.

How the Citizens' Council Functions

A citizens' council is made up of representatives of all of the outstanding civic groups in a community, along with other leaders, who pool their civic energy and intelligence around a table to focus on governmental problems. This small group, through its plan of organization, is representative of all interests in the community, provides a channel through which information may reach citizens quickly and through which public opinion may be mobilized, and coordinates the efforts of all who are interested in bringing about less costly and more efficient government.

We Americans are great "joiners." Per square mile the average American community has more organizations than are to be found in any other country in the world. Most American communities are over-organized. Too many of these organizations work along in their own pigeon-holes with little consideration or thought for their neighbor organizations which are doing likewise. The citizens' council provides a way for all of these groups to work together at the same time for the same thing.

Merely the opportunity for representatives of various groups to meet and talk together, to discuss problems in the light of the welfare of the entire community rather than from the standpoint of a special group, possesses a value that is incalculable.

Not long ago a taxpayers' organization in a middle west city proposed that the schools' budget be cut 50% as an expedient to give badly needed relief to the taxpayer. The Parent-Teacher Association campaigned against it but the measure passed, leaving organizations and citizens alligned against one another with a feeling of great bitterness. After their victory many members of the taxpayers' association expressed regret that the curtailment in education had been so severe.

Not long after, a meeting was called of representatives of organizations to plan the formation of a citizens' council. Quite by chance the president of the taxpayers' association and the president of the Parent-Teachers' council sat side by side, meeting for the first time. They talked about the school cut. At the end of the conversation the president of the taxpayers' group said "If we had only got together at a table, we could have worked this thing out." His group, he said, thinking that a compromise would be inevitable, had asked for an extreme which they had not wanted. If they had had a chance to work out with other groups a measure acceptable to all, the battle with its unfortunate results to the youth of

"Shall we save money by closing our libraries, playgrounds and parks?" "A worse suggestion could hardly be made" is Mr. Jones' reply.

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the city would have been averted. A citizens' council in this city will prevent the repetition of such action based on lack of understanding.

What are citizens' councils doing? A few examples indicate the type of problem that may be tackled by this new vehicle for citizen action.

In Alabama, where citizens' councils were formed in forty-two counties and where there is a state citizens' council coordinating their work, the emphasis has been on adequate support of education. By united action in a state-wide campaign last year, the county councils assured the passage of four warrant and income tax amendments to the state constitution which would liquidate the state's floating indebtedness and make money available to the schools. The broad program of the state council is constructive reorganization of state and local governments in order that essential public services may be preserved. This program embraces abolition of the fee system of payment, setting up the county executive plan and modernization of the taxation system.

The state citizens' council in New Jersey has prepared six bills to be introduced at this winter's legislature. Among other measures these provide for revision and modernization of the accounting, budgeting and purchasing procedure of local governments in the state, revision of the procedure for managing the debt service of local governments to make the debt burden less, and centralized financial administration in the state to secure for the state government and its agencies the large economies and greater efficiency that can be achieved by this means. The council is preparing recommendations relative to new plans for financing education and studying possible new sources of taxation.

In New York State local citizens' councils found a common problem in the need for reorganization of local government. Before economies may be effected eliminating overlapping units of government and pruning local government of useless departments and officials, the state constitution must be amended. The councils have banded together to work toward this end.

In studying governmental services New York citizens' councils, as councils elsewhere, found a lamentable dearth of data on costs. The collection and dissemination of such data is therefore one of the other immediate state-wide plans of the councils in New York State. The citizens' council in New York City is concentrating its attention at present on charter revision. The councils in Boston, St. Louis and Detroit are typical of those which are closely cooperating with city officials in preparation of the city budgets. Every item is scrutinized and weighed and the recommendations of the citizens' council are an important factor in these budgets as finally passed.

The activities of a local council are varied. Consider, for example, those of the council in Durham, North Carolina, during the last year. This citizens' council was largely responsible for the recent separation of the juvenile from the superior court; its work resulted in ridding the city of slot machines; it held a public meeting at which candidates for Legislature and Judge of the Recorder's Court presented their platforms and answered citizens' questions. A committee of the council made a study of traffic accidents and traffic congestion and submitted suggestions for their correction, some of which have been carried out by the city officials. The council is studying the organization of the city government with a view to finding ways in which to economize while preserving essential services. A committee on taxation is studying the comparative merits and defects of various types of taxes and the problem of delinquent taxes. The council is cooperating with other groups in the state in working for an adequate educational program for the state.

The stated purpose of the Durham Council is (1) to coordinate the interest and activities of the civic organizations of Durham; (2) to gather information and to formulate policies with reference to civic problems; (3) to create public opinion in support of such policies, and (4) to consult with and to assist public officials in securing their enactment and administration.

In another southern community, Athens, Georgia, the first task undertaken by the citizens' council was to arouse interest in a community center and a recreational program. The beautiful recreation building completed recently in Altadena, California, is very largely due to the activity of Altadena's community council. Another important activity of the latter council is the development of a plan for flood control.

The welfare of the city's children is the chief interest of the citizens' council in Valley City, North Dakota, where prevention of child delinquency, safe-guarding children against fire and accident, providing for their recreational needs and training them in citizenship are typical of the items considered at sessions of the council.

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Hobbies As An Open Sesame to Community Interest

An experience of the Camp Fire Girls which has suggestions for groups of all kinds everywhere

By C. FRANCES LOOMIS
Editor of the
Department of Publications

So much of the success of what we do depends upon engaging the interest of other people. And when I say "we," I mean organizations such as the National Recreation Association, Camp Fire Girls, Boy Scouts, and all of us whose work is with and for the community, and who must rely on community cooperation whether in the form of sponsorship, money contributions, taxes, or volunteer leadership. We probably have all said dozens of times that the way to get people interested in our work is to approach them through their own interests. We may have been thinking in terms of their business, professional, or home interests, but after our experience with the Camp Fire Girls hobby shows during the past year, we shall never make the mistake of overlooking their hobbies!

The most gratifying and heart-warming feature of our Hobby Project, which was our special national project for 1934, was the enthusiastic community interest which it aroused. Each year we choose some phase of our program for special emphasis in what we call our Birthday Project, since its high point comes at the time of the birthday of the national organization — the 17th of March. The choice is influenced, to a great extent, by special interest in certain activities which we see cropping up among the girls here and there. This time there was no mistaking the interest in hobbies; it would seem that the good old hobby horse had abandoned his rockers and borrowed the wings of Pegasus. He was certainly flying across the country at a great rate!

We had thought that the girls would carry out their individual hobbies in a quiet sort of way, for the most part unheralded and unsung (except where a local executive had a particular flare for publicity). What we had not anticipated was the way in which their hobbies would involve person after person in the community until practically the whole town was included. The key to the situation, of course, is the fact that when it comes to hobbies we are all great proselytizers. We not only enjoy our hobbies ourselves, but we love to talk about them and show them off (too many times, alas, to those who but patiently bear with us). No wonder, then, that when someone shows an awakening interest in our own particular field, we welcome him with delight and eagerly share with him the benefit of our experience. Personally, I can hardly be restrained, on the slightest provocation, from holding forth on the subject of aphides and insecticides, and if anyone wants to know what will grow in city window boxes against all obstacles, it would be doing me a real favor to let me tell him!

Certainly people everywhere were most generous with their time and help, and most hospitable in inviting the girls to see their collections, gardens, work shops, bee hives, kennels, observatories, studios, cabins, boats, printing presses. You have no idea where hobbies may lead until you begin to hear from a couple of hundred thousand girls who have mounted hobby horses and are riding off in all directions!

Entertaining with Hobbies

One of the activities we suggested in connection with the hobby project was that each girl should plan a meeting for her group at which she would entertain them with her hobby. Some of these meetings were most interesting and original, and many of them showed again the helpful cooperation of older hobbyists. For instance, there is the girl whose hobby is art. She invited the girls to her home and put on an artist's smock and a beret to receive them. She had arranged a one-man show of her work for them to see, her choicest

bits being hung in the big hall in quite the gallery manner. She had also invited several older guests to assume the responsibility for the program. An art teacher from one of the schools talked on pastels and showed how pastel is used. A prominent citizen who collects tapestries exhibited these in the living room and told the girls about weaving. The high spot of the afternoon was a demonstration of silhouette-cutting by a member of the local newspaper staff, who cut silhouettes of all the girls. Tea was then served to her friends by this young hobby hostess.

Virginia, whose hobby is Indian lore, invited her group to a meeting in the basement of her house, where she had an exhibit of Indian relics and Indian crafts on display. She taught the girls an Indian dance, using a kettle and dish pan for her tom toms. (It was probably a good thing for the family that the meeting was in the basement!)

Members of another group were invited to attend a "chocolate" by an eleven-year-old, whose hobby is—cooking. First she told the girls, in a delightful manner, about the fun she found in cooking and about some of her experiments, both failures and successes. Then she demonstrated some of her successes with refreshments of salad, sandwiches, chocolate, cookies, and fudge bars. That meeting was hugely enjoyed.

Martha Ann calls her hobby "What Not's." Her meeting was also in the basement of her home, where there was room enough for the girls to give the play Virginia had written, in which her characters were the "what not" objects.

Betty's hobby is Nature lore, so she invited the girls to an outdoor breakfast. The decorations were flowers from her garden which the girls had to identify before they could have their food. For place cards, Betty had painted paper daisies, and under each petal had written a Nature Honor the girls could earn during the summer. After breakfast, they had a Nature spelldown, Betty asking them questions about birds and flowers and trees, which they might all have answered from their own observations if they had been observing enough. I wonder how many of us would have acquitted ourselves with credit at Betty's spelldown!

These are just a few examples of the girls' hobby meetings, but they give a glimpse of the variety of the girls' hobbies and the ingenuity they showed in sharing them with their friends.

Then Came Hobby Shows

Of course, with the girls all excited about hobbies, and their fathers and mothers and adult friends all busily helping them, hobby shows just naturally developed. These ranged all the way from very modest exhibits in libraries, schools, and store windows, to ambitious shows in huge auditoriums or in department stores, to which the whole town contributed. One of the most elaborate of these was held in Portland, Oregon. In sponsoring this, the Meier and Frank Department Store cooperated with the Camp Fire Girls, and everyone was invited to exhibit. The show was held in the store's auditorium and the exhibits required 10,804 square feet of floor space to display.

As with the Syracuse Hobby Show, described in the October issue of RECREATION, it was found that the demonstrations attracted the most attention. The center section was set up as a workshop. Here were shown finished articles, some in process, and the tools and materials for making them. At scheduled hours during the day, demonstrations in craftsmanship were given, not only by Camp Fire Girls but also by adult experts. Spinning, weaving, bookbinding, pottery, basketry, block printing, wood carving, leather tooling, jewelry making, and metal work were shown.

Among the booths were additional demonstrations. One Camp Fire Girl who was building her own radio set arranged a booth to look like her home workshop, and worked on her radio there. Call letters decorated the walls. In connection with the booth in which an astronomy exhibit was shown, a Camp Fire Girl explained the celosphere. Another girl worked daily on puppets and showed not only how they were made but also how they were operated on the stage. In the photography booth a dark room was set up where Camp Fire Girls developed pictures. Not the least interesting was the cooking demonstration in the model kitchen where Camp Fire Girls were making up their favorite recipes. By

"Historically, the importance of hobbies and of hobby-riding is a matter which has received the attention of some of the ablest writers and thinkers. In 1865 Charles Dickens, in the magazine *All the Year 'Round*, wrote as follows: 'Is there one among you who does not keep a hobby horse, to whom the pleasure of parading a favorite toy, material or intellectual, is unknown? If there is, I should like to see the man, as a curiosity not equaled even by a living specimen of the Dodo, or a yearling Ichthyosaurus making its first clumsy essays toward amphibian perfection.'" *George E. Davis* in *Hobbies*, January, 1934.

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Gardening is the hobby of some Camp Fire Girls, and theirs are not all flower gardens, either!

contrast, there was a fencing demonstration by other Camp Fire Girls. Members of the Oregon Society of Artists made quick sketches daily in their booth, while a Camp Fire Girl gave them keen competition.

The participation and cooperation of all sorts of groups throughout the city are shown in this paragraph from the executive's report of the exhibit:

"An effort was made to secure representation by the leading hobby groups in the city. For instance, the Oregon Stamp Society placed a fine stamp exhibit to augment the girls' work. Members of the Garden Club who were also interested in Camp Fire placed some rare plants in the garden booth. The Oregon Agate and Mineral Society brought choice exhibits of agates and minerals and fossils which could be found in the Oregon region. Members of the Arts and Crafts Society assisted in arranging some of the craft exhibits. A leading scientist brought an exhibit of all the birds and mammals that can be found in Oregon. The school department of manual training entered samples of wood-turning and carpentry. A group of men, who had built their own model railway, made a fascinating exhibit of rails, switches, and cars. The Oregon Historical Society gave us a most interesting display of an old Oregon kitchen, which we reconstructed to represent the hobby interest of antiques. The Junior League, which has a puppet show for money-making, loaned us their puppets to add to our collection. The president of the leading bank loaned his fine collection of ship models of the early river steamers. The outstanding Indian relic collector gave us a most interesting exhibit of things found in the Oregon region. One lady loaned us a fascinating collection of thimbles, gathered from all over the world, going back to the early Roman Empire."

Because of the sponsorship of the store publicity was given the show, not only through the usual Camp Fire channels but in the store's daily advertisements as well, and by means of posters throughout the store and announcements made on all the elevators while the show was in progress. Thus, not only were hundreds induced to exhibit, but thousands came to see their hobbies.

In the small towns, girls had their hobby shows as well as in the large ones. An entertaining account was sent us of a hobby show in Nowata, Oklahoma, population 3,531. Evidently a single group of Camp Fire Girls set out with a determination to make this town hobby-conscious. The citizens were a little apathetic and puzzled at first, but soon got the idea. They realized that they did have hobbies, though they hadn't thought much about the other fellow's, and eventually enough hobbies were unearthed to make a very interesting show. First the girls went to their sponsors, the Delphian Club, and got the club to appoint a committee to sponsor the show. Then they concentrated on the editor of the local newspaper and he responded in fine style with editorials on the value of hobbies and a series of news stories, as plans for the show progressed. Next they organized a speaking campaign and arranged for talks on hobbies at all of the clubs in town. There began to be a stir of interest. School was out, so the principal of the High School said they could have as much room in that building as they needed. Some of the stores in town lent them showcases, and one of the firms did the hauling.

They hardly knew what to expect, so were all the more delighted at the number and interesting variety of exhibits that were sent to be shown. A committee of prominent citizens acted as judges and ribbons were given for the most extensive collection, the most unique exhibit, the neatest, the oldest, the most modern, the most artistic, and the most amusing. Exhibits ranged all the way from a coach parasol, 130 years old, to week-old cocker spaniels; from fine old quilts and hooked rugs to homemade radios. Boys and girls, men and women, old and young, were among the

(Continued on page 506)

Pasadena's Municipal Exhibit

A graphic method of informing citizens regarding local governmental services

By CECIL F. MARTIN

THE CITY OF PASADENA, California, has inaugurated an interesting method of informing citizens and taxpayers of the services rendered through the various departments of its government, in annual exhibits in the civic auditorium, two of which have been held.

The purposes of the exhibit are several in number, the primary one being to acquaint the citizens with the inner workings of the city government and help them secure definite knowledge of what the tax dollar accomplishes. In the display Mr. Citizen is taken behind the counter where the ordinary transactions of business are operated and given the opportunity to follow through the various departments where he was shown scenes of municipal life. This gives to the citizen a graphic illustration of the functions of government, where he formerly has had only a limited idea of the workings and services of the twenty-six departments of the city government. A personal inspection of every department of the government is normally impossible, but through this exhibit opportunity is afforded, in a compact display featured with demonstrations, interesting and informational in character, to see what the city does for its people.

The Exhibits

All exhibits, as handled in the most recent exhibit, were set up by the employees at no cost to the city, and no taxpayer had cause for complaint about extra expense. These employees were in attendance throughout the duration of the exhibit to explain the functions of their own departments and to serve the visitor in every way possible. The departments exhibiting included Assessor, Auditorium, Building, City Clerk, City Farm, City Manager and Directors, Controller, Employment, Engineering, Streets, Refuse Disposal, Fire, Health and Emergency Hospital, Legal, Library, Light and Power, Park, Planning Commission, Police, Printing, Public Buildings, Purchasing, Recreation, Treasurer, Water, City Chemist, and Welfare. The exhibit was an integrated presentation of the functions of government participated in by city official, city employee and citizen. The growing attendance each succeeding night gave evidence of the publicity spread abroad by the impressed visitors to their fellow citizens.

On educational and press night, Dr. William B. Monroe, of the California Institute of Technology, presided, and the honored guests included the Lieutenant Governor of California, members of the Board of Supervisors of Los Angeles County, educational leaders of Southern California, and representatives of the newspapers in the vicinity. Tuesday night was Mayor's night, and Edward O. Nay, Chairman of the Board of City Directors of Pasadena, presided. On that evening the officials of Pasadena took pleasure in honoring the guests including the mayors and representatives of the municipalities of Southern California. They presented the Pasadena municipal program and expressed their pleasure in cooperating with the government officials of neighboring cities whose problems were mutual, giving them a vital interest and a concern for the building of a happy, healthy and busy populace. On Wednesday night came civic night, when Robert A. Swink, President of the Chamber of Commerce and Civic Association, presided. This evening the Chamber of Commerce and Civic Association presented the leaders representing scores of

Mr. Martin, who is Director of the Pasadena Department of Recreation and of the Department of Physical Education, tells of a municipal exhibit designed to show taxpayers how their money is spent, and the services with which it provides them. It proved a most successful venture.

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constructive organizations whose membership is devoted to civic betterment and community building. In effect civic night was an occasion demonstrating community cooperation, appreciation and desire for articulate service.

The Recreation Department's Contribution

The Pasadena Department of Recreation, a coordinated department of the City of Pasadena and the City School District, made a suitable contribution to the municipal exhibit. Thousands of people visited the Department's exhibit and were fascinated by the educational features of the presentation and the demonstration given of the techniques of recreation.

Five thousand department bulletins entitled "A Guide to Services" were issued to visiting patrons. This bulletin included a statement of the Pasadena Department of Recreation, its address, organization, means of support and services rendered. It showed an attendance for the past year of 573,841 at an hourly cost per patron of 2½ cents and a per capita cost of 27 cents. Under the caption "What to Do with Leisure" information was given under the headings: "Activity, a Character Builder," and "Self-Expression Through Dramatics." Music, dancing and special activities, handcraft and hobbies, were included together with the objectives of the Department of Recreation—the development of health and happiness, good character and citizenship of high type. There was also included a list of the supervised recreation centers operated during the year 1933-34 with a total of twenty-one centers supervised daily, after school, Saturdays and Sundays.

The personnel presenting the Department's exhibit and demonstrations included the employed staff, Reconstruction Finance Corporation workers, volunteers and members of the various committees. At each exhibit booth one of these workers presided costumed from the Recreation Department's community wardrobe which now contains eight thousand costumes. Among the volunteer workers were the President of the Parent-Teachers' Council for the City School District, members of the Executive Council of the Pasadena Department of Recreation and other persons holding high offices of leadership in the community.

At each booth throughout the entire exhibit there was a person familiar with the program and activities who gave out information not only on the features of his particular booth but of the Department's work in its entire scope for children, youth and adults. Although the exhibit could only be at best samples of the type of program and work, it nevertheless illustrated the various phases of its service.

At stated intervals there were demonstrations of jigging dolls showing clogging, folk dancing, interpretive dancing and acrobatics. These demonstrations were presented on a miniature stage especially lighted. The setting was artistic and colorful and the activities most intriguing.

Members of the music, drama and art departments were in constant attendance making costumes for the wardrobe. This gave an actual demonstration of how the costumes were made free of cost by the patrons of the Recreation De-

partment, the cost of materials having been earned by making a nominal charge to the performances given during the year. Last year 37,193 people actually participated in the dramatic performances given by the Department, and 5,736 were costumed for special occasions of civic character, including such events as the annual graduation pageant at the Rose Bowl of the Pasadena Junior College, the circuses of the Recreation Department, the Armistice Day parade, the costuming of the Collenette Dancers, the presentation of "The Dearest Wish" with 106 in the cast at the opening of the civic auditorium, and many other events.

Mothers of the children participating in the programs of the year gave a demonstration of make-up including such characters as witches, ghosts, clowns, monkeys, racial types and leading characters in the various plays. These mothers had been previously trained in the make-up class meeting regularly throughout the year. Members of the class give their services when they are needed in connection with public demonstrations and circuses.

Handcraft came in for its share of interest when demonstrations were given of water-spar painting, weaving, loom work, metal etching, jewelry making and basket weaving. A display of articles made from waste materials impressed most favorably officials and individuals concerned with budget making. The exhibit was made out of discarded coffee cans, mayonnaise jars, rubber tubes, rags, leather and butcher paper and included lamps, purses, shopping bags, doilies, toy animals, cactus plant holders, pot holders, rag dolls, games, puzzles, book-ends and musical instruments. Great interest was shown in the leather sample board used on the playgrounds to facilitate the work. This included projects made out of leather reclaimed from old basketballs, footballs, and playground balls. Children were shown in the process of cleaning the raw material and making such articles as knife sheaths, coin purses, moccasins, key chains, wrist bands, scissor cases, comb cases, marble pouches, book covers, whisk broom holders, harmonica cases and similar articles. This demonstration was a revelation to many people who had been in the habit of wasting such discarded material.

A miniature playground was on exhibit designed to show the best type of layout for a neighborhood playground. It included the regular equipment such as a sand box, slide, horizontal bar, climbing tree, traveling rings, wading pool, basketball courts, baseball back stops and other facilities. The miniature playground showed the proper type of surfacing and the space requirement for games, sports and various types of activities.

While these exhibits demonstrated and presented layout, equipment, program and activities at the majority of the centers, another type of demonstration aroused much interest and elicited considerable comment. This showed the work done in the boys', girls' and women's hobby clubs. The participants displayed much creative ability, and the originality and beauty of the articles made showed a most profitable use of leisure time in worth while hobbies. They included advanced basketry projects, oil paintings, Crayonex, wall hangings, tea tiles, leather tooling projects such as purses, belts and book marks, advanced loom weaving in wool, cotton and linen with scarfs, purses, linen towels, table runners and napkins, coffee sets, silver work, bracelets, rings, belts, clay modeling, lamp bases and shades, carved wood book-ends and penholders.

The marionette theatre showed two types of plays, including the manipulation of string and hand puppets. A complete stage and many marionettes were on display—samples from the nine puppet theatre characters made by the department.

In addition to the demonstrations and to personal interviews which took place when bulletins of information were passed to inquiring citizens, there were run periodically throughout the day and evening slides showing feature pictures of the activities — the general playground program, sports, hobbies, dramatics, circuses, bands, evening recreation, recreation for Mexican groups and for industrial workers, annual tournaments and league events and similar activities.

Finally, placed at vantage points were signs and pictures giving publicity to the Department's program, service bureau, and features of a yearly program open to all age groups based on interests, needs and skills, and which pointed out the values to the individual or group.

The municipal exhibit was a valuable addition to the program of activities for the City of Pasadena. It reflected great credit to every department and was revealing to the patrons and taxpayers. The opportunity which was afforded the Recreation Department to present its program proved of inestimable value to the citizens and the Department alike as the numerous subsequent inquiries and calls for service have definitely proved.

Can Recreation Areas Be Made Beautiful As Well As Useful?

Courtesy South Parks Commission, Chicago

This aerial view of one of the South Parks illustrates how beauty and utility may be combined in a recreation area.

By

ERNEST K. THOMAS

Superintendent of Parks
Providence, R. I.

THIS QUESTION will be answered in the affirmative by some, and in the negative by others. Those who have had the experience of seeing trees, shrubs and lawns destroyed, either wilfully or more or less accidentally, as a result of the intensive use of such areas for various athletic purposes may say that any attempt to beautify play areas is a waste of time and money.

Assuming that funds are available for the beautification of playgrounds and athletic fields, we believe that they should be made attractive as well as useful.

If the fields are large enough to provide for such games as baseball, football, tennis, etc., and still leave a section that can be maintained as a place for those who prefer to take their recreation in a more passive manner where trees, shrubs, lawns and possibly flower beds may be planted, then such areas may be provided for.

These sections should provide plenty of seats and, if possible picnic tables and possibly outdoor fireplaces; parents may then accompany their children sometimes to the playgrounds and find places where they may rest while the youngsters are participating in games; the whole family may meet on the grounds for picnic lunches occasionally, and Johnny and Mary will not feel that going home for lunch or supper is taking them away from a game they are much interested in; and parents will not worry, as they often do, when their offspring fail to come home on time for meals.

The idea of making recreation fields serve the whole family and provide facilities other than the usual games, such as baseball and tennis, is one that should be encouraged wherever possible. Cards, checkers and numerous other games can be played outdoors just as well as baseball. There is much to be said in favor of the whole family going to outdoor recreational fields where the younger people may enjoy the more active games, and where the older people may play cards, checkers, read or "just sit." In order that there shall be no

This statement was read by Mr. Thomas before the New England Park Association in May, 1934 and is printed here through the courtesy of *Parks and Recreation*. Because of the high standard which the parks of Providence have attained under the direction of Mr. Thomas, his answer to this vexing question should be read with interest.

interference between two such sections of a recreational field, they must be rather definitely separated. The active play area should be fenced in to keep the players from using the smaller area for games and to protect the planting from being run over and destroyed.

Relatively small areas may be planned in this way; if the field is bounded by streets, then a fence may be placed a sufficient distance away from the curb to provide for a sidewalk, a stretch of grass and trees between the fence and the curb, active play to be confined within the fenced area. Another plan would be to put the fence on the property line and do the planting of trees and shrubs on the inside of the fence; this would necessitate another low fence to protect the grass strip, seats, trees and shrubs that may be provided from the active play area.

Any planting that may be done should be protected by some such plan; otherwise, it may well be a waste of time and money. If the area is small, or if it is desired to do only a minimum of planting, then a row of trees around the boundary of the property will do much to improve the appearance; if the small area is fenced, then vines may be planted to climb the fences. A good example of this was observed at the Yale tennis courts in New Haven. The common grape vine was used for the most part and it was surprising to note how much the green foliage of the vines softened the stiff lines of the steel fences and added a touch of beauty to the whole area.

If no fences are used, then the area provided for older people to rest or play their games of cards and checkers may be marked off by planting a hedge which, in time, will give this area a little protection from the activities going on in the play area; an inexpensive wire fence may be needed to protect the hedge for a while. Hedges may also be used when the field is divided by a difference in elevation; steps may be used to connect the two levels, and a hedge planted along the bottom or the top of the bank dividing the two areas.

It will not be necessary to go into a discussion of the plant material that may be used for the purpose of beautifying recreational areas; park men are familiar with the plants that may be used for the different locations. I would simply say that there are a number of trees and shrubs which are not new, but seldom seen in park plantings, that might well be used in place of the common ones so often seen and used extensively.

The species used is not important as long as they are adapted to the locations and purposes in mind. It is important, however, to thoroughly prepare the soil for planting; excavate the soil from two to three feet deep for planting trees and shrubs; put a foot of old manure or leaf mold in the bottom and two feet of good loam on top; the roots of trees and shrubs will then go down into the soil, and the organic matter in the bottom will act as a reservoir and hold plant food and moisture.

Planting trees and shrubs in shallow holes with no preparation of the soil is poor practice; some rugged species may even survive this treatment, but they would do much better if given proper treatment.

No plant can exist without water; if possible, always provide some means of watering lawns, shrubs and trees.

Better not plant at all if, after planting, the trees, shrubs and vines are going to be neglected; they will need attention such as pruning at the proper time and in the proper manner, watering, spraying and feeding. Trees and shrubs need feeding and watering just as much as roses to keep them in good health.

Yes, I would say recreational areas can be made beautiful as well as useful.

"A thing of beauty is a joy forever."

One of the first pamphlets issued by the National Recreation Association — then the Playground Association—was "Landscape Gardening for Playgrounds." In it Charles Mulford Robinson said: "It is a curious thing that we makers of playgrounds have so commonly overlooked the flowers; have fancied that any old vacant lot, however bare, would perform its full playground function of giving chance for the play of the muscles. For when we build parks, which are only bigger playgrounds for bigger people, the flowers and the beauty of landscape are the first things thought of. That is, when we plan for ourselves, we recognize that beauty is one of the things most craved in the parks. But when we are planning for the children, to whom nature's book has never been opened, we tell them to run and jump, to learn basketry and the principles of civic government; but to look for nothing beautiful — even though, as consequence, the seals never fall from their eyes and the loveliness of plant life never be revealed."

WORLD AT PLAY

A New Recreation Center in Altadena

IN October, Altadena dedicated its new recreation building located in Recreation Park. For this center $35,000 was contributed by C. W. A. and S. E. R. A.; $2,500 in construction supervision was given by Los Angeles County and $800 in materials by the Board of Control in charge of the building. The Board is equipping and furnishing the building at an additional cost of $4,000, the money to be raised by a series of special events. The title is vested in the County Board of Supervisors who in turn lease it to the local Board of Control composed of representatives from each of the twenty local organizations.

A Children's Theater for Milwaukee

A children's theater is one of the newest ventures launched by the Extension Department of the Milwaukee, Wisconsin, Public Schools. Opened in November the theater, which is housed in the beautiful auditorium of one of the junior high schools, is presenting each Saturday a play or some other entertainment feature for children. The presentations are given by adult casts. The purpose is to interest children in drama, music and other forms of worth while entertainment suitable to their years.

More Singing in Oakland

BRANCHING out into new fields of adult activity, the Oakland, California, Recreation Department announces the organization of a new department of music under the direction of Walter H. Bundy, a leader of long experience in choral music. The program will be made as varied as possible so that many people may participate. The meetings are held in municipal club houses in various parts of the city. On Monday evenings there is a men's glee club; on Tuesday a mixed chorus of 150 voices; on Wednseday an Italian choir; on Thursday a Negro chorus, and on Friday community singing. In the months to come these groups will present many concerts in the theater of the municipal auditorium and will broadcast programs over local radio stations.

Recent Hobby Shows and Expositions

DURING the week of November 12th a hobby show was held in Buffalo, New York, under the auspices of the Neighborhood and Recreation Division of the Council of Social Agencies for the purpose of focusing public attention and interest on the "fun and health-giving possibilities of hobby riding." The preponderance of entrants were stamp collectors. Possibly the most unusual entry was a collection of many different species of live

snails raised by the young woman who placed them on exhibit. Enthusiasm over the exhibit ran high.

In October the Department of Playground and Recreation of Los Angeles, California, staged a handicraft and hobby exposition showing the great variety of art activities and handicraft projects conducted for individuals of all ages at the municipal playgrounds and community centers. In order to demonstrate how the recreation classes were conducted, the most skilful among the class members were placed in charge of special booths at the exhibit where they showed how the different objects were made. Marionette shows in which the puppets made by children of the playgrounds were used were given during the two day exhibit as an additional attraction.

From October 30th through November 6th the Westchester County, New York, Recreation Commission held its first recreation exposition in which many hobbies were shown. The interesting program issued contains not only a list of the exhibits but much information about recreation in various cities and towns of the county. A few copies of the program are available at the office of the National Recreation Association. Anyone desiring a copy may secure it by sending three cents postage to cover the cost of mailing.

Tournaments in Oklahoma City.—Tournaments were the order of the day on Oklahoma City's park playgrounds last summer. The tournament method was used with great success in the following sports: Softball, volley ball, croquet, horseshoe pitching, tennis, swimming, tenniquoit, checkers, mill, shuffleboard, bicycle parade, marbles and handcraft. Elimination events were held in neighborhood parks. Those winning in the local events then competed in one of the four district tournaments and finally in the city-wide tournament. This plan insured an opportunity for everyone to take part whether a poor or good player, with the "top notchers" to delight the spectators in the finals.

The supervisor of each park conducted the local elimination events. The supervisors at the large park centers where the district tournaments were held served as chairman of their districts and selected supervisors to serve

New Books for Recreational Needs

HOBBIES FOR EVERYBODY
Edited by Ruth Lampland

What will you recommend as a hobby? And what suggestions should you make as to how to develop it? Here is just the book to help you answer questions such as these. Recreation directors everywhere will welcome this book, in which fifty notables describe their personal enjoyment of as many different hobbies. Here is an encyclopedic manual on how to tackle and develop new and stimulating interests including every popular activity of today. Eva Le Gallienne, Fannie Hurst, Rudy Vallee, Tony Sarg, Ely Culbertson, Sigmund Spaeth, Johnny Farrel are some of the hobbyists included. $3.00

WOOD-CARVING AS A HOBBY
By Herbert W. Faulkner

"Any person who can sharpen a pencil can learn to carve wood!" says the author of this fascinating book, which tells in clear and exact fashion how to master a delightful craft. The use of the tools is explained, the selection of woods and patterns, the creation of carved panels, ornaments, furniture. Writes Earnest Elmo Calkins, "I know no man better fitted to write a book about wood-carving than Herbert Faulkner. He has taught it for years and understands the beginner's viewpoint." Fully illustrated. $2.00

HOW YOU CAN GET A JOB
By Glenn L. Gardiner

And do they ask your help in getting jobs? In this volume a successful executive who has personally interviewed more than 36,000 job-seekers tells just why some succeed and others fail. Written in specific question-and-answer form, it shows how to find the right openings, write letters of application, interview prospective employers. $1.50

FREEHAND DRAWING SELF-TAUGHT
By Arthur L. Guptill

An unusual self-help manual on how to begin in developing your talent for drawing in every medium. Fully illustrated. $3.50

[*Get these books from your bookseller or direct from the publisher.*]

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The National Parent-Teacher Magazine, December 1934
Play at School, by Lewis R. Barrett

The Record (Girls' Friendly Society), December 1934
A Handmade Christmas

The Catholic Charities Review, November 1934
Juvenile Delinquency in Los Angeles County, by Rt. Rev. Msgr. Thomas J. O'Dwyer.

Parks and Recreation, November 1934
The F.E.R.A. and Reconstruction, by Colonel Joseph Hyde Pratt
New Trends in Park Planning, by John Noyes
County and Regional Parks—Their Social and Economic Importance, by W. A. Stinchcomb
Twentieth National Recreation Congress Outstanding, by L. H. Weir
Tennis Courts and Fees for Sports

The Nation's Schools, December 1934
Widening the Uses of the School Plant, by Arthur B. Moehlman

The American School Board Journal, December 1934
Recreational Planning in Relation to School-Plant Planning, by George D. Butler

The Journal of Health and Physical Education, December 1934
Toward Abundant Living—The Twentieth National Recreation Congress Reviewed, by Weaver Pangburn
Wichita Summer Recreational School, by Frank K. Reid

The American City, December 1934
Design for a Municipal Recreation Center
Albany's New Municipal Stadium, by E. D. Greenman

PAMPHLETS

Nature's Plan—For Parks and Parkways—Recreational Lands
Regional Planning Federation of the Philadelphia Tri-State District

Annual Report of Playground and Recreation Association of Wyoming Valley, Pa., 1934

Three Years of Public Unemployment Relief in New York State
Temporary Emergency Relief Administration, Albany, N. Y.

Winter Program on Memphis' Playgrounds, 1934-1935

The Heart Through Art
A Study of the Emotions. School Betterment Studies, Vol. IV, No. 1

on the tournament committee. When the city-wide meets were held the Recreation Department's director of athletics and contests took charge assisted by the supervisors who had tournament finalists.

Activities in Glens Falls.—Last year approximately 300,000 people took part in the activities of the Glens Falls, New York, Outing Club, Inc., of which Ruth Sherburne is Executive Secretary. For the third year the Club had charge of 464 subsistence gardens for the Welfare Department of the city.

Sacramento Receives A Notable Gift.—A $150,000 gift to the City of Sacramento, California, for the construction of a swimming pool and a club house in McKinley Park is provided in the will of the late Florence Clunie, native Sacramentan and widow of Congressman Thomas J. Clunie. The will reads as follows:

"I bequeath to the City of Sacramento $150,000 to be expended by the City Council for the erection of a club house, which shall be primarily but not exclusively adapted for the comfort of and use by women and children and for the erection near it of a swimming pool for the use of the public. These improvements shall belong to the City of Sacramento and shall be erected at McKinley Park, or if at the time of my death similar improvements have been erected at the park, they shall be erected upon some other public park belonging to the City of Sacramento."

The center is to be known as the Florence Turton Clunie Memorial.

Westchester County Children's Theater.—The Westchester Workshop children's theater in September produced "Alice in Wonderland" in the Little Theater of the County Center in White Plains, New York. Thirty children gave eight scenes from the famous classic. The costumes were made and designed by members of the children's theater from the original illustrations by Tenniel. This production was one of a series sponsored by the Workshop.

Playground Accidents in Los Angeles.—The Department of Playground and Recreation of Los Angeles, California, has made

a tabulation of the number of accidents which occurred on playgrounds during the year 1933 and the present year up to September 30th. It was found that the average number of serious accidents, that is, accidents sufficiently serious to require medical attention, during the year 1933 was 16 and during the present year 14. "This decline in the number of accidents per month," states the report, "is of more significance when viewed in relation to attendance. The accident rate per 1,000,000 units of attendance for each month during 1933 was 1.62, and during 1934 to date, 1.06."

What Can the Churches Do for Abundant Living?

(Continued from page 464)

times of transition and change. If the future of the world depends upon an honest, poised facing of the issues of life in untoward settings, then the part of the recreation worker is not to be tossed aside lightly. You are perhaps the most potent force in the rebuilding of a better world.

A defeated man comes home at the end of the day full of disillusionment, despair and disappointment. He tosses himself restlessly upon his bed but cannot sleep. Then into the hands of that tired man, breaking under the strain of untoward circumstances, some one puts a bit of balsam wood, a knife, some pigments and a tiny brush with which he builds some tiny boat or plane. Gradually the unpleasantness of the day fades—his tired nerves relax; he is a child again as with rollicking enthusiasm he makes some simple trinket! An hour later his cares are forgotten and he sleeps like a little child.

We have given a great deal of consideration to the working hours of the day, surrounding them with regulations, laws and hazards. We have given a good deal of consideration to the sleeping hours so that nothing may interfere with moments of rest and relaxation, but we have given very little thought to the leisure hours of life. That is the untouched area and perhaps the last frontier of present day society. To the conquest of that last frontier the leaders of the creative arts and religion dedicate themselves.

* * *

We are at the parting of the ways. A whole new world is being born. We are standing on the threshold of a new era. Our likes and dislikes,

NOW!

BRING EVERWEAR SAFETY . . . TO YOUR SWINGS!

The New EverWear Spring-Rubber Safety Seat for Swings, No. SR-206, (United States and Canadian Patents Pending) cushions every blow and prevents serious accidents. It is made of an ingenious arrangement of special, EverWear-designed, fabric-reenforced, tough, springy, long-wearing, tubular, tire stock rubber, which is so assembled in combination with spring steel, as to give a soft, springy, resilient, swing seat of remarkable safety, strength and durability.

All outside surfaces of the seat are springy rubber: SAFETY! All top and bottom surfaces are corrugated to prevent slipping: SAFETY! All edges are soft, springy, and resilient: SAFETY! All ends bend easily under any blow or pressure (but immediately spring back to their normal shape after the pressure is removed): SAFETY! No metal parts are exposed where they can become dangerous: SAFETY! No wood enters its construction: it cannot warp, split nor splinter: SAFETY! Requires no painting.

Suspension clevises are reversible, making both sides of the seat available for use (this feature doubles the life of the seat): DURABILITY! Rubber tough, long-wearing tire stock: DURABILITY! Spring steel is painted to resist rust: DURABILITY! Built to withstand heavy weights (tested under an active load of 950 pounds): STRENGTH! Edgeways, the seat can be sprung or bent under pressure or blows (adding further to its SAFETY!).

Weighs 5¾ pounds (light for the rugged requirements of its service): SAFETY! Priced within reach of every buyer who values SAFETY on the playground ($4.50 each, net, f. o. b. Springfield, Ohio, U. S. A. Price subject to change without notice): ECONOMY!

Investigate The New EverWear Spring-Rubber Safety Seat for Swings. Buy them to replace old swing seats. Specify them for all new swing outfits.

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The World's oldest and largest exclusive maker of playground, beach and pool apparatus; a complete line of the SAFEST and most DURABLE recreation apparatus made.

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PHYSICAL EDUCATION
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our philosophies and sciences, our literature and culture are all changing. What we do in the next fifteen years will tell for good or ill upon the generations of men for the next one hundred years. The world is on the march and mankind is seeking a new and better way of life. We do not want the old days to come back with another red night of woe and tears. Exploitation, greed, suspicion are no longer adequate forces for a permanent civilization. Man's inhumanity to man has made countless thousands to mourn. Looking at the world one would suppose that we have built our civilization upon human suffering rather than upon human understanding. Perhaps Dostoyevsky was right in saying, "The only contribution which civilization has made is to increase our capacity for pain." But a new day is coming and the voice of religion rings across the land, "I make all things new." The world is at spring. New fires are playing in the heart of the earth and civilization is becoming molten again. New waters are gushing out of hidden springs, finding new channels to new and undiscovered seas. New seeds are pushing life through the thick subsoil, destined to bring mankind a better harvest. In that remaking of the world the minister of religion and the minister of the creative arts touch hands and link hearts. They are the gardeners of a better world; they are the keepers of the pathway to the eternal stars; they are comrades in the fellowship of compassion. This generation rises up and calls them blessed.

Recreation and the Office of Education

(Continued from page 475)

youth to obtain work are meager to a degree not experienced in previous periods of economic depression. The codes of fair competition operate properly to give jobs to adults; continuation schools have decreased in number; apprenticeship opportunities are meager indeed. Two and a quarter million of young people reach the age of employability each year. Since October, 1929, more than ten million have reached the employable age. Other millions below 21 years when the depression began are now between 22 and 26. From these sixteen million young people 18 to 25 are recruited the increasing army of transients, the pathetic army of idlers loafing on the street corners in every city and village in the country, and the startingly long list of names on the rosters of our penal institutions. It seems imperative

Judge Thomas H. Darby

In the latter part of November Judge Thomas H. Darby of Cincinnati, Ohio, passed away. Few people play so large a part in community life as did Judge Darby. He was an active community chest worker, a worker for the Red Cross, Chairman of the Boy Scout Court of Honor, an organizer of the Negro Boy Scouts, President of the Board of Trustees of the Hyde Park Community Church, a member of the Y.M.C.A. and of the Phi Delta Pi Legal Fraternity, and of a number of gymnasium and athletic clubs. Since 1921 he has held the criminal law post at the University of Cincinnati Law College.

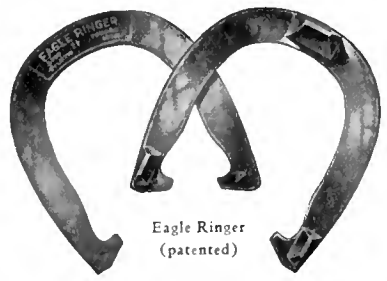
For five years Judge Darby served as sponsor for the National Recreation Association's letters of appeal sent to Cincinnati residents and had agreed to continue for 1935.

that something comprehensive be planned for these millions of young people.

In June of this year a conference of about seventy people was called by the Commissioner of Education to discuss the possibilities of a national program for this group. Persons from all sections of the country interested in *(a)* employment, *(b)* education and guidance, and *(c)* leisure time activities worked out a statement of basic principles which should guide in the development of a program for youth, and outlined the activities which were thought to be essential for such a program. Work has continued during the summer and fall months looking toward a comprehensive program of employment, education and recreation for these millions of young people, and it is hoped that additional facilities may soon be made available.

Another emergency activity of the Office during this past year has been the direction of the emergency education program in cooperation with the FERA. This has been commented upon at length in other places so that no extended description of its activities is necessary here. I shall report only that the program as financed by the Federal Emergency Relief Administration last year served nearly 1,500,000 pupils by placing nearly 50,000 persons on teacher pay rolls and that the teachers thus employed represented an almost limitless range of instructional interests, vocational and avocational, hobbies and work interests, general academic education and cultural subjects. This year's program already under way promises even a richer assortment of education and recreation for large numbers of the unemployed.

In conclusion it is only fair to say that education has helped us to acquire leisure time for recreation; it must also help to prepare persons for the use of this leisure.



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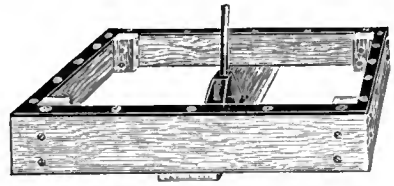

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The Educational Program in the C. C. C.

(Continued from page 478)

matics, orchestra, taxidermy, arts and crafts in leather, metal, and wood, nature study and photography. These are within the purview of the educational program. In addition the War Department provides generously for the more robust forms of recreation, such as boxing, baseball, basketball. Many camps have tennis courts, ping pong tables and horseshoe pits. Inter-camp competition in baseball, basketball, and football is keen.

More than half a million young men have lived in these camps, most of them for approximately a year. Many, many thousands of them had spent their lives in cities. One cannot escape the conviction that thousands upon thousands of them

(Continued on page 504)

National Standards of Physical Achievement for Girls

UNDER THE auspices of the National Recreation Association and with the cooperation of the State Directors of Health and Physical Education, a committee of women has for a number of years been at work on a study, on a large and extensive scale, designed to establish standards of physical achievement for girls. The performance of about 150,000 girls, whose records were secured from all parts of the United States representing a complete cross section of the school population of the country, has been measured and scored. In states having a State Director of Health and Physical Education the directors selected twenty schools classified according to enrollment. In states having no such directors contacts were made through people well known in the field of physical education.

The women's committee selected fifty-two different activities which are common in the physical education program. The choice of activities in which skills are being studied was determined by certain considerations:

1. Activities must involve fundamental body movements.
2. Activities must involve many different body coordinations.
3. Activities which are usable in many types of situations.
4. Activities suitable for areas of dense population and for less dense areas.
5. Activities which can be used as test elements.
6. Activities which can be treated to relatively objective measurement.
7. Activities which are a challenge to the girls because of their probable interest.

Four classifications of activity made to facilitate the handling of the data covered game skills, self-testing activities, individual athletic activities and water activities. The data has been divided for statistical treatment into four types: (1) Those events measured and scored in time units; (2) Those events measured in distance units; (3) Success or failure scores; (4) The number of successful efforts in a given number of trials.

The achievement standards when computed will be on a percentile basis. This will make it possible for a teacher to "place" student performance from time to time on the basis of achievement and progress. The standards will help to furnish motivation for the program in time allotment, training the personnel, increased facilities and opportunities for participation. They will also assist the teacher in rating her own curriculum, methods and teaching achievements.

The study should be expected to answer the following questions: What skills do girls at each age between eight and eighteen years of age possess? What may be expected of girls of each of these age groups? What shall the requirements of national achievement standards be? Which activities are fundamentally most sound as a basis for standards?

Miss Amy Howland, Department of Public Instruction, Mt. Vernon, New York, is the director of the study. It is expected that the completed standards will be published by the National Recreation Association early in 1935.

---

have in this camp experience gained some appreciation of the beauties and the wonders of outdoor life. The educational program in many camps stimulates this appreciation of nature. Here is a statement from one camp educational adviser:

"The most interesting group in the whole company is made up of the 'Focil Hunters.' Located among the rolling hills of the great terminal morain, this camp is in one of the beauty spots of the East. One of the boys brought in a cluster of calcite crystals. Great interest was aroused and an era of prospecting set in. Now every one prides himself on his collection and shows it to every visitor. Beyond this point no one apparently, gave the matter a thought. The thousands of years the crystals had lain in the rocky bed, the thousands more the stream had been wearing away at the gorge, were not realized. The fact that, but for the great glacier there would be no falls, and the stream would be flowing in the opposite direction, was unknown. There is a history of a hundred thousand years in those two hundred foot cliffs."

To scores of thousands of these young men this term of enrollment in the CCC will be the most vivid experience of their lives. Here they have found refuge from defeat and despair, they have lived well ordered lives, they have gained in strength and vigor, they have cultivated new intellectual interests, they have acquired new skills, they have learned the values and the means of recreation, they have developed capacities for self-expression.

Listen to this sonnet, a casual bit of verse written by Woodrow G. Strickland, an enrollee in Company 1406, Youngstown, Florida, and printed in last week's issue of "Happy Days," the official CCC newspaper:

TSCHAIKOWSKY — in whom Beauty was at war
With Gloom—composed symphonic strains which are
Far more intense than dull and pounding roar
Of waves upon a somber, rocky shore;
More lovely than the tinkling sound of bells,
Or fairies dancing in secluded dells,
More tender than the dreams of men inspired
By love — of sweetness, more than dreams required;
More lofty than the tall and rugged peak
That frowns alike on men both old and weak.
TSCHAIKOWSKY! O divine immortal son
Of parents—Gloom and Beauty—who opposed
Each other how did you combine, in one,
The traits they left, in songs that you composed?

In future years numbers of them will turn to the forests in their vacations as soldiers return to reunions. The spell of the woods is upon them. With their families they will go into the national and state parks and forests to relive again the experiences of their CCC days, to seek refuge from the humdrum of their daily surroundings, to find recreation.

The Contribution of Recreation to Recovery

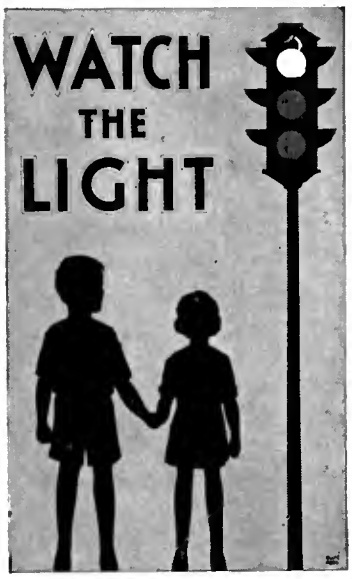
(Continued from page 482)

about. There is the great problem of the youth for whom we have been struggling to formulate a plan. I suppose realistically we haven't such a plan. Or maybe we have one and haven't the money to pay for it. It must still be said there are millions of these youths whose lives, at least at the present time, are going down to ruin. What is to be done for them? They certainly would like to have the answer!

I have during the past two or three weeks read letter after letter from the boys and girls all over America—intelligent, objective, realistic. Several are saying, "Here I am; here is what I have done. What is the future? What is there for me?"

I don't need to press that point except to say we do recognize the problem and hope that before the winter has gotten very far under way a definite plan can be sent to the different states which will offer these boys and girls some concrete methods for the constructive use of their time.

Then there is the problem of all of the transients, I don't know where we are coming out on that. Fortunately we know now how many there are. Formerly we were told there were millions of them. We know that the number



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probably isn't over a million and I don't think there are more than 750,000 all over America. We think we have found a partial answer for this problem. We are struggling with it, and if we had made as much progress with the youth problem as we have with that of the transients, I for one would feel better satisfied in regard to it, although it is still an unanswered problem for the older man.

I want to say to all of you that this administration does apreciate all you have done and we probably know more about what you have done than you think we know. We know how in state after state you have given technical guidance and leadership. We know how you have brought into the picture in the local communities projects which have been made a part of the work program. The Federal Emergency Relief Administration is deeply indebted to you. The taxpayers owe you a debt of gratitude. The communities of America are deeply indebted to you, and somehow I think that above all else the unemployed are grateful to you.

I know whom you reach. Not so many people know that. I know that by and large the people you reach are our people—the people we must meet. Your work touches them and your efforts are directed toward their welfare. I know of no group in America working on the problems of social work that is so completely in contact with the group that is trying to help as is this group here. We know that and we appreciate it, and I hope that before this year is up we can effect some form of organic cooperative relationship with your organization which will further the benefits we mutually desire to make available to those of our fellow citizens who are in such desperate need at the present time.

Citizen's Councils for Constructive Economy

(Continued from page 489)

The citizens' council in Little Rock, Arkansas, took an important part in the recent campaign for city manager form of government. Other items on this council's roster are consolidation of city and county hospitals under a non-partisan hospital commission, improvement of the fire department to lower insurance rates, river development and a sanitary sewage system.

A number of councils are cooperating with local officials in working out projects for unemployment relief. The citizens' council in Topeka, Kansas, conducted a lively pre-election campaign to bring home to citizens in the county their responsibility as voters and as a result there was the smallest slacker vote recorded in many years. This council sponsors a weekly Sunday afternoon forum at which citizens are given an opportunity to hear national authorities on social, economic and political affairs. It is promoting a study group in connection with the public night school, on citizenship responsibilities. It brought about the organization of a research committee in connection with the state legislature which is compiling data to be used by legislators. The committee is studying such subjects as state police and the sales tax. It is organizing material, classifying it and will have it available for legislators who may act with the assurance that only a background of factual material can give.

While the citizens' council program was launched as an emergency measure—that is, to stem the tide of hysterical cut-and-slash economy—it is, through the day-to-day operation of councils in all parts of the country, demonstrating a much wider usefulness. Citizens, in leaping into the breach, have discovered that there is a permanent place for them in the successful functioning of democratic government—a place far greater and far more challenging than going to the polls once or twice a year. They have found that there is need for a continuous searchlight in local government. There is need for the citizen to "follow through," to help elected officials with advice and suggestions, for mobilizing public opinion to back the things that are worthwhile in our local community life. The citizens' council, as such a searchlight and providing the mechanism for effective citizen action, is becoming an increasingly important contribution to the preservation of American democracy.

Hobbies As An Open Sesame

(Continued from page 492)

exhibitors. In conjunction with the show, they staged a hobby program in the school auditorium. Those whose hobbies were music and dancing entertained, and there were talks on stamp-collecting, gardening, and other hobbies. The hobby show created so much interest that they have decided to make it an annual event in Nowata, and several neighboring towns have decided to have hobby shows, too. The best part of this show is that it cost practically nothing—only the expenditure for prize ribbons and crepe paper for the tables.

At the National Hobby Show

We had not thought of having a National Hobby Show until the sponsors of the Exposition of Women's Arts and Industries made the suggestion to us and offered us space at the Exposition which was held at the Hotel Astor last October. We were not sure how much of an exhibit we would be able to get—there are hobbies which are difficult to exhibit, and many more that defy shipping. We were therefore very much pleased to receive a hundred and twelve attractive exhibits, some of which came from as far away as Texas, California, and Oregon.

It was the variety of interests shown in the exhibits at the Camp Fire Girls' National Hobby Show that attracted the most attention and caused the most comment from visitors to the show. Over eighty thousand people saw the show, and, of these, literally hundreds lingered over them to examine them in detail, to admire the excellent workmanship, and to express again and again their surprise that girls did so many and such vividly interesting things. There were the boys who exclaimed at the airplane models and the sailboats; the men whose attention was attracted to the stamp and coin collections, the Indian totem poles, and the sextant and star map, which were part of an astonomy exhibit. There were the women, who spoke with judicious praise of the fine needlework, and who admired the costume dolls, the puppets, and the beadwork. And the girls themselves, both Camp Fire members and others, who went from exhibit to exhibit in wonderment and delight at the many different, fascinating sorts of activity represented. More than one mother asked, "Why is it my girl doesn't find such interesting things to do?" And more than one girl said, "I wish our bunch did things like this." To which, of course, we had our answers ready!

Though at this show we exhibited only the the girls' hobbies, we found the same generous interest and helpfulness among adults as had been shown in other towns throughout the country. The Exposition gave us space and cooperated with us in every way. Ruth Nichols whose own hobby, aviation, developed into her profession, was chairman of the show and spoke on hobbies at a tea at the Astor when the prize winners were announced. Mrs. Howard Chandler Christy was chairman of the committee on prizes, and as first prize Mr. Christy generously made a sketch of the winner. Other prizes were donated by friends and were given to the winners, as well as ribbons. Cups were given for the best city and group exhibits. Tony Sarg was chairman of the judging committee, and announced the winners over a national radio hook-up, through the courtesy of Claudine McDonald, who gave us time on her Women's Radio Review hour. Mary Margaret McBride featured the show on her Martha Dean program and in her NEA syndicated articles, and a number of other radio and magazine features grew out of the show, besides a great deal of newspaper publicity, both local and national.

We feel that the National Hobby Show was a great success not only because it brought the Camp Fire Girls organization the best type of publicity—actual presentation of the activities of the girls, together with interpretation of their educational value—but because it represented the fun the girls were having with their hobbies, and the interest they had aroused in communities throughout the country. Where it will lead, of course, we have no idea. Some of these hobbies may represent only passing interests; some may lead to vocations; others to the real searching, experimenting, and adventuring that make a hobby a lifetime joy. At least these youngsters, and a good many of the older people, too, have had a chance to see what infinite possibilities hobbies represent.

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New Books in the Leisure Time Field

Far Peoples

By Grace Darling Phillips. The University of Chicago Press, Chicago, Illinois. $1.50.

"ANYONE WHO WISHES to understand the world in which he lives would do well to acquaint himself with the less organized interests of other people: their songs, their proverbs, their games," state the editors in their preface. To help promote international understanding Miss Phillips has assembled some of the materials which go to make up the every-day interests of other lands. Most of the collection has never before been published in English and has been gathered at first hand from persons who are natives of the countries represented. The folk lore given provides material for programs representing India, China, Korea, Japan, the Philippines, Brazil, Africa and Russia. Adapted to the use of adults as well as children, there is a rich storehouse of material on games, stories, poetry, music and general information for the recreation worker, teacher and club leader. Miss Phillips has made an exceedingly valuable contribution in her book.

My Child and Camp

By Matt Werner. Clark-Sprague Company, St. Louis, Missouri. $1.75.

THERE IS fortunately a growing body of literature on the vital subject of camping. Mr. Werner's contribution to this literature is important and welcome in the appeal he makes to parents and to camp directors to realize the true significance of camping in the lives of children and in his insistence on the principle of learning by doing. Mr. Werner is a vigorous champion of free choice in camp activities. His advice "To Counselors" and "To Boys" in two important chapters carrying these headings is sane and pertinent.

Girl Scout Camps—Administration, Minimum Standards, Waterfront Safety

Girl Scouts, Inc., New York. $.75.

WITH THE ever growing interest in camps developed by educational-recreational agencies and by municipal recreation departments and similar groups, there is a distinct need for this practical book which though designed for the use of Girl Scout local units contains much of interest to other groups. In Part I which deals with administration and minimum standards for Girl Scout camps such types of camps are discussed as overnight and week-end camps, troop camps, day camps, established camps, gypsy trips, winter camps and camping for Brownies. Part II has to do with waterfront safety and the problems involved in maintaining swimming, boating and canoeing areas and equipping them. Minimum standards for waterfront safety are outlined. The appendices contain much practical material.

Lasker's Manual of Chess

By Emanuel Lasker. E. P. Dutton and Company, New York. $4.00.

DR. LASKER, who for twenty-six years held the world's championship in chess, in this new and completely revised edition gives his own methods, his own rules of play, the principles he has postulated and the conclusions he has reached. With its 308 diagrams, the volume presents the game from the simplest beginnings to the final grand tactics of the master.

Handicraft—Simplified Procedure and Projects

By Lester Griswold. Obtainable from Lester Griswold, Denver, Colorado. $1.00.

MORE THAN 300 projects and 400 illustrations are to be found in this book which is devoted to the following crafts—leather, celluloid, metal, wood, batik, rope and cordage, and primitive Indian crafts. With its concise directions, illuminating pictures and diagrams, this book should have an important place in every library featuring handicraft projects.

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Kidnaping Less Likely in "A Friendly Universe"

KIDNAPING a child is almost the most cruel crime. Just now each night nearly every one in America reads the details of one such crime as the trial of a person accused of kidnaping takes place. There are those who suggest the whipping post as the best means of preventing such crimes! Make an example of the guilty and fear will deter others!

Under such conditions as are faced today recreation workers may well ask themselves the question whether playground and recreation center activities under the government in our cities can be so directed as to make kidnaping less likely. Is it not likely that boys and girls growing up from day to day in recreation centers where they are thoroughly happy in learning to do the things they really want to do, where they joyously carry on certain activities "just for fun" will think of their government and of society and of people not as their enemies, but as their friends?

Many of an individual's contacts with government are not particularly friendly. The police function is essential, but much of the time not pleasant. The fire department renders great service, but associations again are not often pleasing. Health regulations are irksome. On the other hand, every one wants to live, every one wants a measure of comradeship, some one to talk to; occasionally even there are persons who are willing to listen to others talk. Nearly every one wants adventure, romance, a chance at friendship. If government and society in general can be associated in the average individual's mind as friendly, as doing something positive for happy living, not merely as negative policing—then the individual thinks more in terms of "The Friendly Universe."

Economic security, provision for old age, for sickness, for emergencies, is important, but it is not all. Most men cannot live happily without warm human contacts. There is much talk of one mechanical universe, of the way the modern world substitutes machines for more personal services. Are recreation workers in their understanding of the religious, literary, artistic history of mankind, continuously, perhaps unconsciously, striving to create a more friendly universe, such that men cannot so easily treat any fellow men cruelly and inconsiderately?

Many crimes could not be committed by individuals with quick imagination, with warm human sympathy. Coldness, indifference to one's fellow men, callousness are essential, if one is to be a kidnaper. Suppose in the municipal community recreation centers men have sung the old folk songs together, have danced together, have themselves participated in dramatic plays requiring and developing imagination, suppose they have learned games which they have played with their own children, have learned what human ties can be built in happy homes, suppose they have learned the joy of creating beautiful objects with their hands, of nurturing flowers, shrubs, suppose life to them is full and rich and satisfying—will it not be harder to think of kidnaping, to think of breaking up other homes? Will not violence and greed likely be more difficult?

The world is complicated. There is no one way out for crime prevention. And yet recreation centers have their contribution to make in creating and keeping happy normal human beings. The degree of success depends in part, of course, on the quality of leadership, the kind of personality and character of the leaders themselves. Nearly all men want to live in "A Friendly But Not Too Friendly Universe" such as recreation centers help to build.

HOWARD BRAUCHER.

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Leisure Time Recreation

By FRANK KINGDON
President, Dana College

Dr. Kingdon's address, published here through the courtesy of the *New Jersey Municipalities* in which it originally appeared, was given before the annual convention of the New Jersey State League of Municipalities held in November 1934.

THERE ARE AT least three kinds of leisure that we shall have to face. In the first place there is the leisure of the young people who normally in their school life have a certain amount of time in which they can do as they like. Their problem is not particularly different from the problem that faced you and me when we were youngsters, except that with the large concentration of population, the children of the cities have an altogether different kind of a situation facing them in their leisure time from what faces a child growing up on a farm. It isn't any less interesting. I am frank to admit that I happened myself to be a city boy and was born and brought up in the city, so that I spent my leisure time on the city streets. And when I hear sometimes those who were brought up on farms telling about all the occupations and all the delights they had, I think they pale in some ways into significance by comparison with the fascinating delights that a child on the city streets has, with all the kaleidoscopic changes of city life going on about him, with construction work going on, with all kinds of traffic proceeding, with the pagentry of the city's life continually unfolding before his eyes.

Nevertheless, there is a distinct problem there as our cities grow larger and larger, as population becomes more and more concentrated, a very definite problem of handling the leisure time of the children.

Now the second kind of leisure time is that which belongs to those who are employed but who have more leisure time than they used to have. Their leisure time is pretty largely a time for relaxation from the work which they have been doing. It is the time when they can lay aside the normal routine of every day work and give themselves over to whatever pleases them. That is a very distinct question of leisure.

But there is a third kind of leisure time which I suppose will be increasing in importance in our social structure, and that is the leisure time of those who are never to be employed again. It is a perfectly amazing fact how many people there are in our American life now who are unemployed and who will never again be employed in the normal channels of industry. How many of them there are, nobody knows. Suppose that we accept the figure of the American Federation of Labor that there are now something like 10,800,000 people unemployed. I think that it is a fair estimate to say that of those practically eleven million people, there are at least five million who will never again find employment in the normal channels of industry for various reasons. In some instances, the shifts in industrial locations have moved an industry out of a given region, but left the population behind, a population that has been trained in particular skills that will have no relation to their future life, men who have been trained so long in those skills that they can't easily shift to another group of skills.

Then there are those who have grown old during the depression. Remember that a man who is 45 years of age is practically out so far as the large industrial concerns may be considered. He will never again be able to find the active place which he was able to find, in the industrial structure.

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Social Dangers in Leisure

So there are these groups of various kinds who will never be employed again, and they represent a very large amount of leisure time which has to be provided for. It is one of the curiosities of our growing human life, that as we progress and when I say "progress"—I mean by "progress" the continual mastery of our environment, the ability to control our world more and more effectively. As we progress along those lines and increase our power, there does come an increase in leisure. As there comes an increase in leisure there comes the danger that that leisure will be used for purposes that are not desirable. And so progress always carries along with it the threat of degeneration. I suppose that while there have been a good many explanations of the fall of ancient civilization, that one of the explanations is unquestionably this, that civilizations up until our time have never learned how to use their leisure time constructively. Leisure time has been merely a time of indolence, merely a time of laziness, moral flabbiness has come into the social structure because people have been idle. And as a result of that moral flabbiness there has been the progressive decay of civilization itself.

Now it is one of the paradoxes of our human life that as we gain in mastery we continually create new problems, and it may well be that leisure has a great many dangers in itself for us. I think it does have some very definite dangers, that if we are not careful, the leisure time of our people, the increasing leisure time, will become a liability to the state and to the nation. For example, if we treat these men who are forced into idle time through no fault of their own, if we force them to think of themselves as being somehow less virtuous because they have this time to do as they like with, we shall be wounding their personalities.

And at that point I want to say this, that leisure time does not necessarily mean time for loafing; it doesn't necessarily mean idle time. What you mean by leisure time is time which a man has and which he can use without being under the compulsion of economic pressure to do a certain thing. In other words, leisure time is that time in any man's life when he can do exactly as he likes. It may be the time when he does the thing that he does best; it may be the time when he discovers himself more fully than he can discover himself at any other time; it may be the time when he makes his major contribution to society. Inventors, for example, are very likely to use their leisure time for prosecuting the particular investigation in which they are interested, and out of that may come something that may be of particular value to society.

What I am trying to say is that as we think of leisure time we must think of it not merely as time wasted, but as time in which certain capacities of men which cannot find expression in the normal channels of industrial life, can come to the surface and express themselves. Unless we get an attitude like that toward leisure we may work very great damage to the personalities of these men who are forced to idleness even though they do not themselves want to be idle.

"There are sleeping geniuses, but even if there are not sleeping geniuses there are sleeping talents, sleeping delights"

Courtesy Ohio Soldiers' and Sailors' Orphan Home

Then I think there is a social danger that leisure time lends itself to, uncritical, unintelligent social unrest. When men are idle their unleashed imaginations are uncontrolled imaginations; their social discontents, unintelligent social discontents can come to the surface and express

themselves in a dangerous way. I don't mean by that that I am opposed to social discontent. I think social discontent is a very excellent thing because it is a part of that universal human discontent which has made all progress possible. If men weren't discontented with things as they are, they would never be any better than they are. But there is a difference between a really critical and intelligent discontent, and an uncritical and unintelligent discontent, a difference between the uncontrolled emotional approach to social questions and the controlled and persuasive critical approach. One social danger that lies in leisure is the fact that during leisure time there may come the unleashing of these merely emotional discontents which may be working against society.

"Leisure and human happiness — there is a significant and more than casual relationship between these two. It is only with leisure we are able to taste happiness. It is only with leisure we are able to measure in any human terms at all the value of living."—*Arthur Newton Pack* in "The Challenge of Leisure."

I suppose I need not speak of crime. Leisure time easily lends itself to the prosecution of crime; and easily lends itself to the development of certain unsocial recreation so that anybody looking at the general question of leisure can see immediately that if we leave it alone, if we don't do anything about it, this increased leisure time may become a very serious liability in the whole social structure. Ordinarily I think when we look at it we think of it in those terms.

I don't know how many people, when we have been discussing social questions somewhere, have said to me, "How are you going to deal with this new leisure; isn't this new leisure itself dangerous?" The answer is that if we don't do anything about it, it is dangerous and may be the very basis out of which the destruction of society itself may come. But it doesn't need to be that. It is only that if we drift into this whole question of leisure and do not really face the thing positively and control it.

Guidance Needed

No sailor yet ever drifted into port. If you drift you simply end in disaster and chaos. There is only one way to save yourself from that kind of a conclusion, and that is to set a goal and steer for it, to set your course and then follow that course right through to the end that you want to reach. If society is not going to be overwhelmed by the very leisure which the mastery of society is producing then it must take thought concerning leisure and it must do some constructive planning for leisure. It may be that by controlling leisure, instead of making it a liability we can turn it very decidedly into an asset. But as you know, if we are going to do that, with most people they are going to need guidance, they are going to need very definite guidance.

You can't expect the average man who has been trained in a philosophy of work, who has been taught to look upon idle time as time in which he merely does nothing, or the nearest thing to nothing that he can do—let us say play bridge—but the average man when he thinks of leisure simply looks upon it as a time more or less to be wasted; and, trained in that kind of thing, you can't expect him suddenly to take hold of this new leisure time and make out of it something constructive. He has got to be guided. And that is why I think, in response to this growing need, there has grown up the emphasis in our communities on recreation. Now the word recreation itself is rather a dangerous word. When we think about recreation we are likely to think of some kind of game, we are likely to think of playing something that we used to play when we were children, and probably that is a part of the process. But that isn't all of it.

One of the most amazing things I know is the capacity in ordinary groups of people or individuals in whom you never expected it, to express themselves through some kind of creative artistic work. I told you that I was born and brought up in the streets of a city—and I was—in the slums of a city, and yet I can remember as youngsters what we used to do. I can remember one of my pals who had a violin, and he would work by the hour to try and get some music out of that violin. And as I recall it he never quite succeeded. Nevertheless, very few people do, as far as that is concerned—but he was trying to express something in his spirit that was to come out through that violin.

I can remember another one of those youngsters who liked to take putty and mould that putty into some sort of statuary, trying to make it look like somebody he knew, or trying

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to put into that moulded putty some form that had impressed itself on his imagination. I remember a boy that I used to go to school with, and we used to meet every morning to compare how our stories were coming along—we were both writing the "novel of the century" at the time. What has happened to both of them, nobody knows. But that isn't the point. The point is that there were two little city kids who were trying to express a creative drive that was in them—pitiful, of course—but it was not only pitiful, it was magnificent that out of the mud of the city there could come music and statuary and creative writing, even though it be of a very poor kind.

That is the thing that makes me have confidence that in the great masses of our people there is something more than just the mere submissiveness, the mere indolence, the mere worthlessness, that sometimes we allow ourselves to see in them. There are sleeping geniuses, but even if there are not sleeping geniuses there are sleeping talents; there are sleeping delights in those peoples' lives, and as leisure time comes along, if we can give it the proper direction we are going to cull out some of those talents and introduce into those lives some of the joys that otherwise they would not have. And that is what this whole recreational program means. It isn't just simply that somebody is going to learn how to chin a bar, or somebody is going to learn how to knock out a home run, or anything of that kind; it is that a constructive program is going to be worked out in our total community life so that these sleeping powers in our community may come to some kind of expression.

Obviously when you are dealing with a new thing like this you are bound to face a lot of mistakes, and I presume that in your municipalities you have sometimes found that the recreation director has not known exactly where he was going, and that you haven't been able to decide just exactly what the program was all about. That is perfectly true and there is nothing abnormal about it at all. When you are experimenting with new social forces, new social methods, you are bound to have periods of discouragement, periods when the methods that you have tried do not seem to be the true methods. But what I want to drive at and to put into your minds, is this, that when you are dealing with the right kind of direction—for it is increasingly sure that you are not dealing merely with some fad, merely with some frill of municipal life, but that you are dealing with something which has a contribution to make to our total community spirit if it can be worked out in terms of social vision and social intelligence.

Sometimes when we are dealing with the administration of finance, and I have to face it in the administration of a school, as you have

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Volley ball games in Chicago, played along the beach front at Jackson Park

Courtesy Parks and Recreation

Courtesy Boston and Maine Railroad

The Intercollegiate Outing Club Association

By LEON E. MAGOON
Executive Secretary

COLLEGE STUDENTS of the last two decades have shown an increasing interest in the recreational opportunities offered by college outing clubs. The activities sponsored by these organizations range from roller-skating to mountaineering, from winter sports to horse shows, and the ever increasing number of participants in these fields is a significant demonstration of the manner in which the younger generation is preparing for the new leisure. These interests, developed in college, lead to lifelong enthusiasm for the outdoors and instil a genuine appreciation of the beauties of nature.

To help broaden the scope of the outing clubs the Intercollegiate Outing Club Association was formed. This association is an informal organization of the outing clubs of twenty-two colleges, the present membership being Antioch, Barnard, Bates, Colby Junior, Connecticut, Dartmouth, Jackson, Maine, Massachusetts, Middlebury, Mount Holyoke, New Hampshire, Pembroke, Skidmore, Smith, Swarthmore, Tusculum, Union, Vassar, Wellesley, Williams and Yale. Its purpose is too keep the different outing clubs in touch with each other to the mutual benefit of all This is done largely by issuing a bulletin three times a year, holding an annual conference, a mid-winter ski week-end, and sponsoring College Week and joint trips.

The I.O.C.A. was started in May, 1932, at an outing club conference held under the auspices of the widely known Dartmouth Outing Club on top of Mt. Moosilauke in New Hampshire. The association was conceived by Ellis B. Jump, Dartmouth '32, and it was due largely to his efforts that the Dartmouth Outing Club held the first I.O.C.A. conference at which the association was organized, and later sponsored it through its first trying years. The officials are an executive secretary and an executive board of two, who plan and run the annual conference.

The association, through its executive secretary, publishes an I.O.C.A. *Bulletin* three times a year containing the reports of the member clubs' activities, conference notes, equipment suggestions, and future plans of the association. This publication has already proved a valuable means of exchanging ideas and is the best way of keeping informed about what is going on in other clubs.

The annual conference of the association, held the first week-end in May of each year, is the

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Cities Protect Winter Sportsmen

Photo by Hans Büttner, Berlin

By MARION HOLBROOK

WHEN SNOW comes again to make the winter beautiful there's an exciting tingle in the air. Boys and girls watch the first light flakes anxiously. Maybe it's just a flurry after all. But when it starts to snow thicker and faster and the flakes are as large as pennies and of the quality that packs into stout snowmen, they know that it's time to haul sleds up the cellar stairs and beg a piece of mother's clothes line to replace last year's frayed and knotted rope.

Next morning the world is white and they start off, their sleds bumping along companionably and the snow crunching pleasantly under foot. Soon the winter festival of outdoor sports is in full swing.

When the Coasting Season Comes

As soon as the coasting season arrives, boys and girls claim as their own the hills that provide the best grades and the longest slides. When the city has made it possible for these hills to be given over to them for certain hours of the day, coasting is a safe and healthy sport. But when the hills must be shared with automobiles, trucks and street cars it would be better for coasters if snow never fell on those particular slopes. An editorial on unprotected coasting places, which appeared in the *Boston Transcript* several years ago, was aptly headed "Down the Hill to Death." Every winter death continues to waylay coasters on hills open to traffic.

Many cities have stopped the more serious coasting accidents by closing certain hills to traffic for six or seven hours a day, including the late afternoon and early evening when most coasting is done. Permission to close the streets is secured from the city council, the city manager, or the police commissioner, as the case may be, but frequently the streets are set aside by an ordinance. The following ordinance to regulate coasting has been passed in Fulton, New York:

"No person shall coast upon any public street, sidewalk, lane, alley, avenue, highway or public walk within said city upon any handsled, bobsleigh, or similar device, except upon such streets or sections of streets as shall be designated by the mayor, who shall at the time of designating any such streets or sections of streets also designate the length of time, not exceeding four months, during which such streets or sections of streets shall be so used, and cause a notice of such designation to be published in the official papers, and such designation may be revoked during such period in the discretion of the mayor. . . ."

Streets selected for coasting should be completely closed to traffic if possible. In some cities only cars driven by persons living in the closed blocks are permitted to enter. Automobile clubs have cooperated by sending to members a notice describing the restricted hills. Business houses using trucks might instruct drivers to make deliveries in the restricted blocks during non-coast-

ing hours. When it is impractical to close an attractive hill, it should be covered with ashes to prevent coasters from risking their lives in its traffic traps.

The hill with few intersecting streets is, of course, most desirable, and if it is a city of many hills, safe coasting places should be set aside in the various neighborhoods so that no child will have to walk more than a few blocks from his home. During coasting hours the street should be closed at both ends and at all intersections with unmistakable barriers. Rope or wooden framework, on which a large stop sign is placed in the day time and a red lantern at night, is used as a barricade. Ashes placed at the bottom of the hill and at all crossings will keep sleds from continuing under the barriers and will prevent coasters from turning their sleds into side streets.

Any movement to safeguard boys and girls usually wins the prompt cooperation of the community. In one city a contractor donated the barricades; the street department placed them and kept the lanterns filled, and the officers in charge of the hills put them in place when they came on duty. During non-coasting hours they were turned back. In this Pennsylvania city eight hills were set aside for coasting and no serious accident occurred, although total attendance for a season was as high as 50,000.

Closing a hill to traffic does not solve all the accident problems. The hill should be supervised by a policeman or a man sworn in as a special policeman. A school boy patrolman may be assigned to this duty if he has the proper authorization from the police department. The supervisor should be at the hill a few minutes before the coasting hour to put up the barriers and see that no early arrival is tempted to coast while the street is still open to traffic. Coasting hours are usually from 4:00 P.M. to 10 P.M. on school days and are frequently lengthened to include the morning and early afternoon on Saturdays and Sundays. At the close of the period the man in charge removes the barriers and, if he is genuinely interested in his job, lingers a moment to see that every sled is started on its homeward journey. He knows that the clear night and the swift track are tempting, but one stolen slide after the street has been opened to traffic may defeat the safety program.

At the risk of being repetitious we believe it is worth while each year to point out some of the hazards involved in winter sports and to reemphasize the safeguards which will go far to remove the dangers from winter fun without detracting from its joys. The article presented here has been reprinted from the January 1935 issue of *Safety Education*.

The coasting supervisor's word is law when disputes or disorderliness occur. Unless prevented by some person in authority, older boys frequently take possession, pelt coasters with snowballs, attempt to upset sleds and indulge in other pranks that make coasting dangerous. All spoil-sports and rule breakers should be banished from the hill. If a few general rules, such as the following, are explained to the coasters and rigidly enforced, everyone will have more fun and there will be fewer accidents.

Small sleds should be given the right of way.

Big bob sleds should be given a start of at least fifty feet.

Small sleds and large bob

This game known as "Eisschiessen," is exceedingly popular in Bavaria

Photo by Hans Bittner, Berlin

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Young citizens of Germany agree with young Americans that coasting is a great sport!

Photo by Hans Bittner, Berlin

sleds should go on separate trails if possible, or the small sleds should go down while the bob sleds are returning. The greater speed of the bob sleds creates a hazard for the single coaster.

Coasters should go down on the right side of the street and back on the left.

But the big hill is never a safe place for little brother and sister. Their coasting should be done on the home lot. A. B. Horwitz, city planning engineer of Duluth, Minnesota, says in an article entitled "Safe Winter Coasting Hills," which appeared in RECREATION, February 1933, "A slide as short as twenty-five feet, with a built-up snow mound for a good start, will keep a youngster under six happy for hours daily. Where there is some slope to the ground the home lot may afford a slide of considerable length. Permission for temporary use of vacant lots can ordinarily be obtained. Several slides can be built on such a lot and various age groups served separately." If there is danger of sleds traveling into a street or driveway, a snow bank or belt of sand or coarse sawdust can be used as a stop.

Skating Safeguarded

When parks provide hills for coasting, tobogganing and skiing, the beauty of the winter landscape combines with safety to make winter sports inviting. Playgrounds, municipal golf courses and tennis courts have also been made to serve year round duty as sites for slides or artificial skating rinks during the months when they are ordinarily deserted. When these winter playgrounds are under the supervision of the recreation department, as they frequently are, boys and girls will find competent instructors to help them develop skill in their favorite sports.

As sure as 32 degrees Fahrenheit means freezing, youthful skaters will venture on thin ice this winter with tragic results. Where no artificial rinks are provided, skaters should wait for the signs that are usually posted in public places, announcing that the ice on lake or river is safe for crowds. Shelter houses are often provided at these skating areas and equipped with ropes, ladders, poles and other devices to be used in case of emergency.

The element of security in safe hills, safe ice, toboggan slides and ski jumps won't take the edge off the sport. It ensures good times and allows young people to get the most benefit out of hours of play.

One of the best ways to make safe winter sports popular with the young people of the community is to organize carnivals which will attract large numbers to the hills or skating rinks approved and protected by the city. Once they have learned the advantage of these spots they will want to return. In one city a successful feature of a winter festival held on one of the safe coasting hills was a prize offered for the most attractively decorated sled.

A New Method of Protecting Ice Rinks

By AGNES W. SPRING
Fort Collins, Colorado

WITHIN the past three years ice hockey has become an established winter sport in the Rocky Mountain region in spite of the fact that there has been little natural ice on streams or lakes because of the exceedingly mild weather. Four years ago, however, hockey players at the University of Wyoming at Laramie discovered that it was possible, through the use of sacks, to protect their ice rink from the onslaughts of the sun. They could, they found, prolong skating even when the ice everywhere else was practically gone. So successful was the Wyoming experiment that hockey teams at Fort Collins, Longmont, and other Colorado cities immediately erected sack screens at their rinks.

At first the sacks were hung on straight wires. This did not prove satisfactory, as the wind whipped the sacks around the wire, making it necessary for the players to unwrap, almost every morning, about 3,000 yards of burlap hung at each rink. Now, at the municipal rink at Laramie, a woven wire ceiling is used, the wire being similar to hog wire. The sacks — some 4,000 yards of them — are suspended from this ceiling in rows, and, when the wind blows, they merely flap against the wire and fall back into position. This burlap sack method of protecting ice is simple and inexpensive. It has proven that hockey can be enjoyed in Colorado, Utah, Montana, Wyoming, and northern New Mexico, at altitudes ranging from around a mile high upwards even though temperatures are not low enough to insure lake skating.

At Fort Collins, with an altitude of some 5,000 feet, natural ice of excellent quality has been maintained because of the shade obtainable from the burlap curtains. Using a base of sawdust the Fort Collins hockey enthusiasts created a rink with about two inches of solid ice which remained frozen for a long time. Another inch of top ice took care of the regular daily wear and was flooded each night after the players were through.

The Fort Collins ice proved to be of such splendid texture that although many times water was standing on it at 6 o'clock in the evening and the thermometer stood at 50 degrees, by 8 o'clock, with the temperature at 40 degrees, skaters were able to use the rink. Last year while the natural lakes around the city were all open, the hockey players en-

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A view of the rink at Fort Collins showing how the burlap is suspended

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Suggestions for Conducting Social Games

At the Essex County, N. J., Leisure Time Institute of the ERA, Dr. Kilander made the cheering announcement that the good old days of informal and inexpensive amusements are returning. He offered a number of suggestions for making parties successful.

By H. F. KILANDER, Ph.D.
Dean, Panzer College
East Orange, N. J.

HUMAN BEINGS are very gregarious; that is, they like to associate with others of their own kind. It is the exceptional individual who prefers his own exclusive company, and such persons we call hermits and recluses. Wherever people gather togther, some form of social entertainment will inevitably be devised to help pass the time away and to make the social relationships more enjoyable. The average party or gathering of today uses one or several of the following types of diversions: conversation, music, social dancing, card playing, physical games and social games. This discussion will consider the last of these.

In recent years there has been a change back to those informal and inexpensive forms of amusements which are readily adaptable to different groups and situations. There has been a desire on the part of many to get away from the type of entertainment which is mainly limited to social dancing and card playing, both of which are so prevalent today. People are again finding fun in entertaining themselves with social games like their parents and grandparents did. Games such as Tea Kettle, Fruit Basket Upset, Murder, Treasure Hunts and the many others may seem childish to many people since they are largely played by children. But these games can be of equal entertainment and fun to adults and groups of mixed ages when and if they are played in the right spirit.

You have undoubtedly observed that identical games and other diversions go over "big" on one occasion and not so well at another time or place. This is not a matter of chance or coincidence, but is influenced by the individuals who are present and especially by the individuals who are in charge of the planning and the directing of the program. We have all noticed that a party at the Smiths' does not go so well, that at the Jones' it is nearly always a success, that whenever John Brown is present things seem to go a little more smoothly and lively, and that when the Johnson family is along there is always an abundance of laughter. Just what is it that makes these differences?

The following list of suggestions on how to run or direct a program of informal social games may be helpful in making a party full of fun, laughter and relaxation rather than one of boredom and disinterest. The suggestions are particularly intended for the host or other person who is in charge of the program. A good leader who is original, resourceful and alert will sense when or when not to apply these hints. The particular occasion may be a child's birthday party, an evening with your own circle of friends, a group of young people at a church party, a social evening at school or the social entertainment in connection with a club or Parent-Teacher meeting:

1. **Plan the Program.** Have all equipment such as paper, cards, pencils or games prepared beforehand. Have more games in mind than may be used. Know how to play the games.

2. **Let All Be Participants.** Use games wherein many or all may take part. Divide a large group into several small ones or have several "it" at one time. Games of elimination, even when they permit many to participate, are not as desirable to play unless they are interesting to watch. Start a new game for those who are eliminated if the first game lasts too long.

3. **Keep the Games Moving.** Be ready to change to a new game before the present one becomes

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Quickening the Little Theatre Movement

By CLARENCE ARTHUR PERRY
Russell Sage Foundation
New York City

AS A MEMBER for many years of a little theatre group I have often felt a need that is not generally met by the conditions now surrounding amateur production. That is the need of competent, detailed criticism and evaluation *after* a bill has been presented. During rehearsals the players, if they have a vigorous director, generally receive an adequate amount of critical comment. But after the last curtain has gone down and the production is a decaying bouquet, it is seldom that a player is ever told by one who knows, just how good or how rotten his work was. His friends may shower him with compliments and he may be mentioned by the local press. But that sort of chatter does not usually satisfy his innermost need.

In an art or craft the novice progresses by making a series of tries and by modifying each successive attempt in the light of guidance afforded by a master. But for this mentor the apprentice would make but little progress.

The amateur producing groups connected with colleges and high schools which possess dramatic departments are pretty well provided with expert guidance. But those without a dramatic faculty and the independent groups—and these constitute about a half of the whole amateur theatre—are sadly handicapped in respect to competent criticism. These are mostly voluntary bodies, spread all over the country, active only a part of the time and generally in a bankrupt or nearly insolvent condition. How can authoritative evaluations be brought to bear in an acceptable way and in more abundant volume upon their productions?

In tackling this problem it is evident at once that there is no feasible method of carrying this expert criticism all the way to each hamlet and province where these groups now live. They must, so far as possible, be assembled in sectional bodies to receive it. That immediately suggests the little theatre tournament. This device not only affords evaluations of a sort but it is in itself an efficient quickener.

Many a quiescent amateur group has been spurred into vigorous activity through the announcement of a dramatic tournament. The prospect of a new audience, the itch to measure abilities, the possibility of prize money with its aid to future activity, the effect of publicity upon memberships and subscriptions, the contact with other groups during the contest, the impact merely of a definite new goal—considerations such as these put new life into many hundreds of producing groups during the years of tournament activity just preceding the crash.

A Possible Plan

The effect of the plan now to be suggested would be both to stimulate the holding of tournaments and to introduce into the tournament program those critical features which would add greatly to its efficiency as an aid to technical and artistic advance.

Main Features. The operation of this plan would involve the following:

(1) The setting up of a national organization which might be called the "American Guild of Little Theatres" (hereafter shortened to "Guild"). This body would establish, as one of its activities, an honorary order that would be open to little theatre groups on the basis of excellence as demonstrated in a tournament presentation. Membership would take place through the award of a diploma by the judges of a tournament.

(2) An offer by the Guild to furnish the services of three persons of distinction in the theatrical world to act as judges of sectional tournaments, awarding not only the usual prizes but diplomas of membership in the above-mentioned honorary society.

(3) The addition to the ordinary tournament program of conferences designed to afford greater opportunities for competent discussion of production problems and the exchange of dramatic experience.

Mr. Perry, who is the author of *The Work of the Little Theatres*, presents here what he has termed a "unique philanthropic opportunity." We shall be glad to receive comments on Mr. Perry's plan which offers a number of features that should be stimulating to Little Theatre groups.

The Conferences. This last feature would be brought about through the offer by the Guild of the services of its three judges as speakers and discussion leaders at open sessions interpolated between the tournament presentations. That fact being clearly understood by the local management, it is certain that full advantage would be taken of the knowledge and experience of the distinguished visitors. In addition to the discussion of set topics there would be question-box hours in which the amateur players would secure answers to their more technical questions.

The second discussion feature that is proposed might be called a "post-mortem" session held to evaluate all the tournament presentations. This would be programmed to follow the final awards and to take place while all the tournament teams were still in town. In this occasion each of the productions in turn would be candidly and fully analyzed by one of the judges. Both its virtues and its shortcomings would be set forth in precisely the temper and the manner employed by the director of a college drama department after one of its own student productions.

Any person who has been among a group of players immediately after their performance cannot fail to have noticed in their eyes a pathetic hunger for comment. Perhaps it is the desire for recognition, but it would be a shallow analysis of this feeling to see in it only a wish for praise. They want praise—yes—but only for that in their work which is praiseworthy. They have just had applause. Their friends give them only applause—if they give them anything. What the best of them crave is a word from someone who knows, indicating what was good and what was bad in their performance. They want both a basis for hope and another target to shoot at.

An appraisal of all the productions of the tournament in the presence of an assemblage which has just witnessed or participated in them would represent an opportunity for dramatic instruction of inestimable value. That it would most effectively increase the pulling power of the tournament can hardly be doubted.

Starting the New Plan. The method for bringing about these improvements in tournament procedure is simple. The Guild would announce the plan for the new honorary order and offer the services of its judges to those tournament organizations which met its conditions. These requirements might be increased as experience indicated further improvements in

"The Giant Stairs"—the prize winning play in a one act play tournament in New Haven.

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tournament technique, but at first they would involve mainly adapting the local contest period to the itinerary of the Guild judges and the inclusion of discussion periods in the tournament program during and after the contest. Where local circumstances precluded these discussions it would not be necessary to insist upon having them.

Qualifications of Judges. In view of the exceptional tasks laid out in this scheme for the judges, their qualifications become highly important. The presiding judge would be a full-time paid officer of the Guild and his associates would be two individuals whom he had engaged (under a per diem compensation arrangement) from the region of a particular tournament. Generally, he would select new associates in each region, but special circumstances might necessitate the use of one or both of his associates in more than one region.

This full-time officer of the Guild might be its president or its executive secretary—in case there were some individual whom it was desirable to honor as an unpaid president—but in either case his qualifications should be of a high order. He should be a real personage in the dramatic world: he should be a first-rate play director, and he should also have some of the distinctive qualities of a practical organizer (that is, a business man) and a teacher. He should believe in this plan and experience an emphatic release of energy and ability in promoting it.

The two associates he would select from the various regions to act with him in judging productions should not only be experienced directors but should have the ability to state the basis of their judgments candidly and with an authority that would invoke the gratitude of the individuals whose work was under discussion. The fields from which he could pick his jury colleagues would include the faculties of leading schools of drama, professional directors in both little and commercial theatres, and the active members of boards of managers of such bodies as the Theatre Guild of New York. All the judges should have the ability not only to make sound dramatic judgments but to analyze their impressions and state clearly and objectively the basis of their ratings. They should be able to agree sufficiently upon standards and rating methods so that they could state awards in arithmetical terms capable of summation and reduction to averages.

Before a contest is started, the presiding judge would distribute all the plays entered in the tournament among the judges, himself included, and instruct each one to be prepared to report publicly upon the plays assigned to him in the session following the final awards. This post-mortem session would be open to all the players, directors or coaches, or authorities interested in the tournament.

Standard for Diploma Awards. So far as can be foreseen now the only practicable opportunity for judging the work of groups and awarding the honorary diplomas would be in connection with tournament presentations. The maintenance of right standards in judging candidates for membership in the honorary or diploma order would be the special concern of the presiding judge and of the board of directors whose policy he would strive to carry out. Obviously the best policy would be to set the standard of performance at a level which, though high, could be achieved by the best of the individual groups that were not under continuous instruction or engaged in regular occupation with the theatre. A plan for interpreting and applying such a standard would have to be worked out by the three judges, and the person who would attempt to carry that standard from one region to another would be the presiding judge. If there should be a national finals tournament, that occasion would often permit valuable comparisons of the correctness with which awards were being made in the various regional contests.

It can be admitted at once that no system of judging exists which would result in awards that were universally acceptable. Charges of unfairness, favoritism and insignificance would now and then be made. The same statement is true as respects the advanced degrees of universities, court decrees and the awards of distinguished academies in science and letters. Despite, however, the inevitable shortcomings in human judgments, the stimulus to achievement afforded by an honor-conferring body justifies its existence.

In the ordinary play tournament there are usually only two or three chances to win an award, but in the contest carrying the tournament feature every contestant has a chance to win something.

The majority of the tournaments are now held in the spring months. Enough have, however, been held in the fall and winter months to demonstrate that there is no inherent difficulty in spreading out tournament activity over the whole theatrical season. Allotting two weeks to a region and additional time for the Christmas holidays,

nine regions could be covered in five or six months. There would also be time enough for a meeting of regional winners in a national finals if such an event were arranged.

The Tournament As a Regional Conference. Another attractive aspect of this plan is that its tournaments would actually constitute highly effective regional conferences. Regions as large as the districts mapped out, for example, by the National Theatre Conference might not always be fully represented, but for the groups which could attend in any one district the meetings would be extraordinarily helpful. In the first place, the representation from a group would include not only the director, or its leading spirit, (usually the only ones sent), but also its more prominent players. Again the traveling expenses of a team entered in a tournament are more easily managed than the expenses of delegates to a conference. For the former, the group can give local money-raising performances with greater enthusiasm, and if they win any sort of award at the tournament the publicity from it enables them to put on the same play for a profitable "run" at home and restore their depleted treasury. Thus the tournament occasion brings into the dramatic forum the younger and more active element of a group as well as its maturer and more experienced leaders.

Removing Academic Prejudice. Contests organized under the plan outlined would naturally attract an unusual amount of newspaper publicity. The high reputations of the men devoting themselves to judging little theatre tournaments would come to the attention of college trustees and members of boards of education and give them a new realization of the importance of drama as a method of education. Such university and high school authorities as attended the tournament discussions would inevitably be impressed with the value and dignity of this work. In these ways the new activity would help greatly in removing the academic prejudice which in certain quarters still holds back the little theatre movement.

Work on Clearing House Problems. During these travels and close contacts with little theatre groups, the executive officer of the Guild would pick up a great deal of first-hand information regarding their real wants and natures. With such knowledge as a basis he would be in an excellent position to formulate practical measures for the development of central clearing house services. During his home period he could give attention to such problems and all the various ways of promoting the little theatre movement.

Manner of Support. In the beginning, and perhaps for a long time, the salary of the executive officer and the per diem compensations of the associate judges as well as their traveling expenses, would have to be borne by a grant or subsidy from some public spirited individual or institution. Whether or not a part of the expenses could be borne by local groups would remain to be seen. Certainly all the support which could be obtained from them without detriment to the effectiveness of the work should be obtained.

In thinking about the method of supporting this plan there is a fundamental distinction which may well be borne in mind. Society is roughly divided into two classes—the immature and the adult. The cost of the care and training of the first class is usually a gift. The great bulk of the little theatre groups of the country are in the earlier stage of development. They cannot pay for their education. The stimulation and the enrichment of the tournament occasion provided for in this outline is of a purely educational and developmental character. It is an essentially paternalistic procedure and as such belongs properly in the class of activities which customarily enjoy philanthropic or public support.

Increasingly Little Theatre groups which are genuinely community projects are springing up throughout the country in both large and small cities. York, Pennsylvania, whose Little Theatre was created about three years ago under the auspices of the Department of Recreation, recently appointed as Director of the theatre Carl Glick, who has had long and successful experience in this field. The group is now holding its rehearsals and giving its plays in school buildings but it looks forward to the time when it will have its own playhouse. Two plays have been presented thus far this season—"Gold in the Hills" and "Outward Bound." Members of the group have also written some short plays which have been broadcast over a local radio station.

The Little Theatre is supported by small contributions and by the sale of tickets to the performances, ranging in price from $.50 to $1.50. Anyone in the community may be a member of the Little Theatre and may take part in the plays, provided he demonstrates his ability.

Municipal Rose Gardens

Park departments, by creating an environment of beauty and peace, are helping materially in counteracting the mental strain of the depression.

By ERNEST K. THOMAS
Superintendent of Parks
Providence, R. I.

THE MOTTO of the American Institute of Park Executives is "To make more abundant, facilities for a more expressive life for all." Park systems all over the country have been providing such facilities in ever increasing numbers, and it would take much space just to name the many activities and services of an educational or recreational nature maintained by the average municipal park department today for the benefit of the public.

In these difficult times, when so many of our people are under considerable mental strain due to unemployment, it is interesting to note that larger numbers than ever before seem to get more physical, mental and spiritual refreshment from that part of our municipal parks which provides an environment of peace, quiet and beauty, than from any other facility such as athletic fields, golf courses or areas provided for active forms of recreation.

Urban communities are an unnatural environment for the *genus homo* anyway. As the population of towns and cities increases, the stress and strain of modern living conditions make it imperative that ample provision shall be made in park systems not only for active recreational areas but for adequate retreats where the public may get close to nature and realize that, even in congested communities, man may, in conjunction with mother nature and the application of sufficient skill and energy, encourage the green grass, ornamental trees, shrubs and beautiful flowers to grow. In such areas all classes of people, young and old, may realize that they, even as the roses, may stand firmly on the friendly earth, lift their faces to the sun, and receive physical and mental refreshment which helps them to meet the problems of the day with renewed courage.

Park departments by their displays of floral beauty have done much to encourage home gardens and thus help to beautify towns and cities. Excellent collections of trees, shrubs and flowers of various kinds may be found in many park systems. Rose gardens are maintained by a number of municipalities and there is no one feature that attracts more attention or is enjoyed by so many people as a good collection of roses, well grown and placed in an appropriate environment.

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According to the secretary of the American Rose Society, there are between seventy-five and eighty municipal rose gardens in the United States maintained by park departments and botanical gardens. There should be many more, and no park system is too small to have one. If finances are not available, public-spirited citizens may often be encouraged to bear the expense of establishing one. Horticultural societies and garden clubs may be depended upon to help; also such service clubs as the Lions, Rotary, Kiwanis and others.

Locating a Rose Garden

The location of the rose garden needs careful consideration. It should be placed where those who will come to see it can be accommodated comfortably. There should be plenty of parking space nearby, and it should be in an appropriate environment. An open space in a woodland trail, or where the landscape features are more or less naturalistic, may not be desirable. A location adjacent to more formal planting, or where it would not be in such a contrast to natural beauty, would be more desirable.

Roses need plenty of sunshine, although this does not mean that they must have full exposure to sunshine all day. If they get sun for at least half the day most varieties will bloom satisfactorily.

Locations near trees or hedges are not impossible if the roots of the trees and shrubs that may get into the rose beds are cut once a year by digging down two or three feet on the side of the rose bed nearest to them. If trees and shrubs with many surface roots get into the beds, they may rob the soil of plant food and moisture to the detriment of the roses.

A location protected from cold winds is desirable, although not absolutely necessary, for many hardy varieties; buildings, hedges and fences may often serve as windbreaks.

Roses of Different Types

A municipal rose garden should have in it a number of varieties of the different types of roses. The following are the most popular today:

Tea Roses. The tea roses are low growing bushy plants fifteen to thirty inches high; they bloom abundantly in June and less freely throughout the summer and early fall. They are not hardy in the northern states; in the southern states and in California, they do well. In other sections where the winters are not too severe, the tea roses may be grown if given sufficient winter protection.

Hybrid Perpetual Roses. The hybrid perpetuals are bushy in form, from two to six or eight feet high, more vigorous in growth and hardier than the tea roses. They may be grown practically everywhere, except perhaps in the very coldest sections of the United States, with sufficient winter protection. They produce good size flowers of many different colors and most of them are fragrant. They flower abundantly in June and some of them give a few flowers in late summer or early fall. As a class, they should be grown more extensively. Hybridizers and growers are developing new hybrids and we expect that they will soon become as popular as the following class, the hybrid teas, are now.

Hybrid Tea Roses. This class is the result of crossing the tea roses with the hybrid perpetuals. They grow from two to four feet high, and may be grown over the same wide territory as the former class with some protection in the winter season in the coldest sections. It is this class of roses that is perhaps most popular due to the fact that more new hybrids and varieties have been put on the market than of the other classes. There are probably over three thousand varieties listed by rose growers; many of them will pass out of existence because they do not meet the highest standards demanded by the public today.

New varieties are being introduced every year and there is much time and money spent in advertising them. While the popularity of this class of roses is merited because there are scores of very lovely varieties available to the public, other classes are just as worthy and are much more desirable for certain purposes than the hybrid teas.

The hybrid teas bloom most profusely in June and many of the best varieties continue to bloom more or less freely through the summer and early fall months. Practically all shades of color are represented in the flowers including one that is almost black, recently introduced, and called the "Black Rose of Sangerhausen."

Polyantha Roses. The polyantha roses, sometimes called baby ramblers, bloom continuously from June to late fall. They form low bushes, many of them not over two feet in height. There are varieties that produce clusters of small flowers; others have blooms similar to the hybrid teas, and still others have sprays of single flowers. Al-

most all colors except yellow may be found in this class, including orange.

Climbing Roses. All of the foregoing types of roses may be secured in climbing form; that is, the same types of flowers are produced on long canes that may be trained over arches, porches or on pillars. There are tender varieties that do not survive the winters in northern states and can be grown successfully only in the southern states.

The hardy climbers may be grown over a wide area and, with a little protection in winter, most of them will survive in sections where the winters are quite cold. Even when severe weather kills back the canes, as happened last winter in many parts of the country, they will often send up new canes from the roots to replace the ones damaged.

The climbers bloom for a few weeks in early summer. Recently hybridizers have announced the introduction of varieties that bloom sparingly and more or less continuously after the first early summer display. The hardy climbers are sometimes grown as hedges, or on banks to prevent soil erosion.

Shrub Roses. As the name suggests, this class grows more or less like woody shrubs. They are used just as shrubs are used, as specimen plants, in shrub borders or as hedges; some of the varieties are excellent for planting on steep banks. They are hardy and vigorous, and they grow from four to ten feet high or more. They produce single and more or less double flowers in white, pink, red and yellow colors.

There are many other types or classes of roses, including species, varieties and hybrids, that are being used by hybridizers in crossing with the classes briefly described above. These patient workers are striving to breed roses that will be immune to diseases, perfectly hardy, and have a longer season of bloom.

The Lady Alice Stanley in Roger Williams Park—showing how the varieties are plainly labeled

There is quite an interest now in making collections of old roses; that is, varieties that were cultivated many years ago and which have been forgotten in the avalanche of new varieties that have been widely advertised in more recent years. Some of the older varieties of all classes of roses are unsurpassed by many of the more recent introductions.

Selecting Varieties

There are a large number of varieties of roses in each class now available. In making a selection for planting in the municipal rose garden, the park executives and local or nearby nurserymen will know best which varieties are adapted to any locality. The secretary of the American Rose Society can be of great assistance not only in selecting a representative group of varieties in each class but in making suggestions for the layout of the garden. There may be private estates in the community where roses are grown extensively; if so, the owners or their superintendents will help in making the selection.

Soils and Fertilizers

While roses will grow and flower in almost any kind of soil if it is well drained, except perhaps a very stiff heavy clay and without much preparation, they will respond to thorough preparation of the soil. Of more importance than the kind of soil is the question of drainage. Roses, like most garden plants, do not like "wet feet." If water does not drain naturally, the soil becomes water-logged, especially in the winter time, and there will be much loss through winter killing of the plants. If the soil is not well drained, put in tile drains.

The beds should be dug out at least two feet deep. If there is any question about

the drainage, dig out six inches more and put in a layer of clinkers, rough gravel or coarse ashes. All the old books recommend the use of well decayed cow manure for the rose beds. There is nothing better if it can be secured. A layer of six or eight inches of well decomposed organic matter in the bottom of the rose beds is desirable. It holds moisture and plant food, and encourages the deep rooting of the roses; this enables them to withstand hot summer weather. If none of these are easily obtained, then use the peat and manure sold at seed stores; put a layer three or four inches deep in the bottom of the bed after removing the top soil.

The best kind of soil for rose growing according to the older gardeners and the recommendations found in old garden books and magazines is a "clay loam soil." This means a good loam with a little more clay in it than sand. In spite of the advice contained in recent books and of some modern writers who claim this is not necessary, it will usually be found that, where there are some particularly fine roses grown, the soil is of this character.

Very satisfactory results may be secured, however, with a light sandy loam soil if it is enriched with organic matter by placing a layer at the bottom of the bed, as suggested above. If the dehydrated peat and manure is used and the soil is rather light and sandy, some of it may be mixed with the top soil also. Fine ground bone meal and lime should also be mixed with the top soil; use about five pounds of bone meal and three pounds of lime for each one hundred square feet of bed. If the soil for the rose beds could be prepared a week before planting, it would be desirable. After digging out the top soil, the bone meal, lime and the peat and manure could be mixed with it and the whole allowed to stand for a few days before placing it back in the beds.

The Purchase of Roses

There are nurserymen who specialize in growing roses and they take pride in selling good stock true to name. Many of them are so sure of the quality of their plants that they offer to replace any plant purchased from them that dies during the first winter. Roses purchased from indiscriminate sources at cheap prices cannot be expected to be anything but cheap. For best results, therefore, it is advisable to secure plants from sources that are reliable.

Three or four plants of a variety should be purchased rather than one plant of several varieties. This makes a better showing and you get a better idea of a variety if there are at least three or four plants of each growing in a bed.

The hybrid tea roses may be planted about eighteen to twenty inches apart; the hybrid perpetuals, which grow a little larger, may be planted twenty-four to thirty inches apart.

Climbing roses will be planted where needed. If grown on pillars, fences, posts or arbors, they may be spaced six feet apart. Order two-year-old, budded and field-grown stock for the most satisfactory results.

When to Plant

The teas, hybrid teas, hybrid perpetuals and polyantha varieties may be planted in beds by themselves. A row of the polyanthas may be used on the outside of the beds in which the taller growing hybrid perpetuals are planted if desired. A dozen bushes of each variety make a good showing and give the public a good idea of what each variety looks like. The beds should not be more than five or six feet wide so that the center of each may be reached easily when spraying or cultivating.

The shrub roses and the species may be used in the borders around the outside of the rose beds, and the climbing varieties trained on arches and pillars.

Planting may be done in the fall or very early spring. In the South, early spring may mean February, and the North early in April. In the very coldest sections, spring planting may be advisable. In the South, late autumn may be preferred. For a large intermediate section of the United States, fall planting is probably advisable for several reasons as follows:

Plants ordered for fall planting will be dug up from the fields by the nurserymen and shipped to the customers in a fresh condition. If roses are not ordered until the early spring, the plants received will probably have been stored in sheds for the winter and they may be more or less dried out when received. Outside of the warmer sections, nurserymen have to dig the plants in the fall and store them for the winter in order to be able to make shipments to meet the rush of orders that usually comes to them in early spring because the ground may be frozen or too wet to enable the grower to get plants direct from the fields for the spring orders.

Roses and many other plants begin to lose some of their vigor as soon as they are removed from the soil, due to the evaporation of moisture from their tissues. The shorter the time, therefore, between lifting the plants in the nursery and planting them in home gardens, the better for the plants. Parts of the roots are covered with very fine root hairs that absorb moisture and plant food from the soil. They are soon destroyed when removed from the moist earth and exposed to the air. When planted in the early fall, new root hairs soon develop, and the roots become established with the soil particles quickly and before hard freezing weather may be expected.

When planting is delayed until spring, there may not be time for the roots to become well established in the soil before the buds start to grow and there is a demand on the root system to supply moisture and plant food to support the new growth. If this demand cannot be met, growth may be retarded and the result may be a poor showing of flowers the first year.

In early spring, there may be delay in planting due to the fact that the soil is too wet or the frost may not be out of the ground. If plants have to stand around waiting for a suitable time to get the roots into the soil, the delay is not helping them. This should not happen even if the roses are ordered for fall planting. As soon as the plants are received, open the package and heel them in; that is, dig a trench and place the roses in it; cover the roots and most of the canes with moist soil until ready to plant them in permanent positions in the garden.

The soil is warmer in the early fall than in the early spring; this fact is conducive to a more rapid root growth and the plants get well established in the soil before severe winter weather comes. Then, just as soon as the growth starts in the spring, the roots are ready to supply moisture and plant food to the unfolding buds, and the plants develop strong new growths which will bear handsome flowers the first year.

How to Plant

If the planting cannot be done immediately as soon as received, the roses should be "heeled in" as explained above. Cut back any bruised roots that may appear and shorten the largest canes to about eighteen inches. Dig holes in the prepared soil large enough to accommodate the roots when spread out laterally, and firm the soil down over the roots with the feet when planting.

The depth to place roses in the soil is indicated by the soil line on the stems; that is, it can be seen just what part of the stem or cane was covered by soil because the color of the part below the soil will be lighter than that above.

The point on the rootstock where the buds were inserted, or the junction of the canes and the rootstock, is shown usually by a slight swelling. This point should be just beneath the soil when the planting is done; that is, not more than two inches below the surface soil.

When the plants are all in place, cut back the canes to six inches above the soil. In the spring, the canes should be shortened again, if there is no winter injury, to not more than two buds. After planting, water the bed thoroughly to settle the soil around the roots of the plants.

Winter Protection

In sections where hard freezing weather occurs, especially in the very cold sections, winter covering of the rose beds is necessary. The amount of the covering needed depends on the types of roses planted and the severity of the winter weather. It often happens that roses may be injured more by bright sun, cold drying winds and alternate freezing and thawing in the winter season than by low temperatures.

Late in the fall, mound the soil up around the base of the canes to a depth of six inches. After the first hard freezing weather, tie the canes up with twine and place a foot of leaves, hay or straw around the plants and over the soil in the beds. Use stakes and strong twine if necessary to keep the covering in place.

Climbing roses may be taken down from the arches or pillars, laid on the ground and covered with soil and leaves in the same manner, if local experience indicates that this is necessary to keep them through the winter months without injury.

Spring Pruning and Feeding

In early spring, remove the winter covering. Sprinkle a little complete garden fertilizer over the soil and, when dry enough, level off the beds, raking the fertilizer in. Cut back the canes to not more than two or three eyes. Three to five canes are enough to leave on each plant. This hard pruning of the bush roses produces strong growths bearing large handsome flowers of good quality and should be repeated each spring except that

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The Public Library in the Program of Leisure Time

A statement presented by the Board on the Library and Adult Education of the American Library Association

THE PUBLIC LIBRARY is now much more than the book depository which perhaps still characterizes it in the minds of a portion of the public not accustomed to using it. Many people in this category would perhaps gladly use it if they realized what a variety of specific helps it could bring them in the costless pursuit of their amusements, hobbies, avocations, and studies. Library activities have so expanded in the last quarter century that they now involve much more than books. Emphasis on service to the recreational, cultural and educational interests of the people is now causing libraries to deal with many things besides books. For example:

Starting places for leisure-time pursuits. They have become general information centers on almost any topic which may happen to interest an individual at any time. Trained personnel and a broad range of printed material are at the service of any one who wants to select a hobby or avocation, who wants to know the best book or pamphlet to buy on his already chosen hobby and where to buy it, who wants to borrow either a primer or an advanced discussion on this hobby. The library is the ideal starting place for the pursuit of almost any hobby or avocation.

The community storehouse of avocational information. It can also be the guide and the coach as he progresses in the pursuit. Librarians began saving interesting printed matter on each man's hobby before he himself came upon his hobby. They can produce in a few minutes a few choice pieces of informational material that would have taken him perhaps months or years to learn of and acquire, including out-of-print material that he could not obtain now at any price.

Something in print on practically every hobby. At first thought it may seem that printed matter and libraries are remote from such leisure-time pursuits as archery, hiking, athletic sports, pets, linoleum block printing, paper crafts, and collecting, but there are a number of full-sized books on each of these topics, in most cases for both the amateur and advanced practitioner. It little occurs to people of action that there is anything in book form that would be interesting or informative to them in the field of sport, or handicraft, or amusements. They will be surprised in looking over the comprehensive "Finding list of hobbies" in Earnest Elmo Calkins' *Care and Feeding of Hobby Horses* to see for how many of these the author gives names of two to a dozen books which will tell things about a hobby that the hobbyist had not known or thought of.

Practically every game, sport, avocation, amusement, handicraft, hobby, or field of study given in Mr. Calkins' "Finding list of hobbies" is somehow represented in print; if not in one of the full-sized books which he lists, then in some other book, pamphlet or magazine article. There are many books that gather under one cover information on whole groups of hobbies or amusements — books of entertainments, of children's games, of floor games, games for parties, special occasions, special age groups, miscellaneous card games, books on the several winter sports, on miscellaneous and less familiar athletic sports, comprehensive books on things to collect — encyclopedias

Inquiries and suggestions received by the American Library Association from recreation, education and library workers indicate that a brief statement pointing out the various ways in which the library—especially the public library—can contribute to leisure-time programs would be welcomed. Most of the possible library contributions mentioned in this article are familiar and obvious, but a reminder list may prove suggestive to both librarians and planners of community leisure-time programs.

of a kind on sports, games, recreations and other activities.

Experts talk to us at the library. There are few fields of human knowledge or experience where some proficient person has failed to divulge the results of his years of practice and his advice to beginners through the medium of a book or pamphlet. Most of us covet the privilege of talking over our hobbies and avocations with an expert, but we little realize that that expert's advice in orderly and compact form is available to us in some library.

Information on local leisure-time activities. Libraries are also becoming information centers for news of all kinds of recreational, educational and cultural opportunities available in and beyond the community. Their bulletin boards carry posters, announcements, programs and newspaper clippings about lectures, concerts, hiking clubs, group meetings, evening schools, home study courses, formal educational opportunities, civic programs and activities, educational radio broadcasts, outstanding magazine articles of the month, art and museum exhibits, amateur dramatic and choral societies and travel opportunities. In addition, many libraries keep ready reference files of detailed information about such activities, so that the individual inquirer after a specific kind of opportunity can learn quickly just what is available to him.

A place to spend leisure hours. Libraries provide quiet rooms where anyone with an hour or a day of leisure may "drop in," browse among shelves of books, magazines, or newspapers, and sit at a table to read, write, study, look at pictures, or simply invite his soul. The books on the open browsing shelves of such rooms are a selected few from the great mass of a library's book stock which are considered most apt to be popular, interesting, timely, and needed. These privileges are free to all, whether registered borrowers and local citizens or not, and involve no registering, routine, or red tape.

A town hall. Library buildings are being equipped with auditoriums and lecture halls which are available—usually without charge—to non-profit making study groups, discussion clubs, forums, musicales, exhibits of all kinds, radio listening groups, lectures, educational movies.

Pure recreational reading. The library has much to offer in the way of escapes for those whose minds are troubled because they have either too much or too little leisure. The great range of available fiction can take one into almost any imaginary world that the moment makes congenial.

Many travel books are now written for the same general purpose: to carry the reader with the Martin Johnsons to Africa, the Harry Francks to the Andes, the Richard Halliburtons to all kinds of places. There is also, in these times, such a thing as exploring with scientists via books.

Biography is of a new kind today and allows the reader temporarily to live the life not only of soldiers, statesmen, men of letters and of prominence, but of plain people, vagabonds, aviators, courageous women, researchers and every-day folks who did an every-day job well. Biography affords something more than escape—it frequently affords inspiration as well, and gives better hints on how to live than do the success books.

The library offers more than books in these and similar fields. It now provides skilled personal guidance in finding just the book needed by each different individual.

The leisure time of children. For years children have made the library one of their main recreation centers. They literally swarm in the children's rooms of libraries in after-school hours and at times almost strip the shelves of books. It is quite certain that the attraction here is recreation rather than study.

Another library offering to children is long famed—the story hour, where skilled assistants tell or read aloud stories to large groups of the younger ones on Saturday mornings.

The leisure time of adolescents. Libraries have for some years also been addressing themselves to the leisure-time problem of the 'teen age. Some larger libraries have special rooms, especial book collections and specially qualified staff for this age range, just as most libraries have for young children. Most fair-sized libraries have at least a special nook or set of shelves for young people. Librarians have been studying the problem of how to give special attention to these adolescents without seeming to emphasize the youngness about which some of them are sensitive. There are a variety of experiments in how to lead the youngster into the intelligent use of adult books by imperceptible steps.

Learning things as a leisure pursuit. Mr. Calkins, under the heading of "Learning things" (his

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An Old-Fashioned Valentine Party

By MARION SHELMERDINE
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Department of Public Playgrounds and Recreation
Reading, Pennsylvania

THE INVITATION to this Valentine party should be in keeping with the party. To make a very old-fashioned invitation, like those in vogue many years ago, take an ordinary envelope, tear it open carefully and place it on a large sheet of cream colored kindergarten paper. Draw around the envelope with a pencil. Cut this out, write the invitation on it with red ink, fold into an envelope with the writing on the inside, and seal with red sealing wax. Here is a little rhyme which can be used:

We're going back,
Say, three decades or four,
Come dressed in costumes
Your grandparents wore.

Name ..... Date .....

Address .....

A more elaborate invitation may be made in the following manner: Take an ordinary orchid correspondence card and on it write the invitation in flowing, shaded script in lavender ink, leaving enough space in the upper right hand corner to place an old-fashioned bouquet. Make the bouquet by pasting a gathered piece of old lace around a circle, about an inch in diameter. Then, inside the circle, apply paste and sprinkle with vari-colored wool which has been cut into very fine pieces. This will give the floral effect for the bouquet. For the stems either lines of green ink or pieces of heavy green floss can be used. Be certain to use lavender sealing wax on the envelope.

Decorations

The color scheme should be carried out in lavender and ivory to be in keeping with the Lavender and Old Lace theme. A little thoughtful planning will help to give the proper atmosphere and setting and will do much toward the success of the party.

Strings of different colored hearts may be suspended diagonally from corner to corner. Crepe paper in lavender and ivory may be cut into strips and draped around the lights and lamps, fastening the paper at the top allowing the streamers to hang free. To add a final touch, use plenty of silhouettes and lighted candles.

Matching Partners

The Key to Your Heart. A clever way to find partners is arranged in this manner. The hostess prepares as many hearts as there are couples, cutting the hearts out of cardboard or heavy paper. From the center of each heart a key is cut; all keys are of different shapes and sizes. The keys are given to the boys and the hearts to the girls. The boys are told that they are to find the girl who holds the heart which, with their key, they can unlock.

Notwithstanding the fact that St. Valentine's Day is a celebrated holiday, its origin is quite vague. There is a theory that the martyred priest of Rome, St. Valentine, had nothing to do with the custom, but that it originated long before the introduction of Christianity. Many years ago wolves were especially dangerous, and a destroyer of them was held in honor. And so the old Romans held a celebration called the "Lupercalia," in honor of Lupercus, the wolf destroyer. At this festival it was customary for the young people to draw lots for partners for all the year following. This custom continued until the third century.

Valentine was a Roman priest who lived during the time of the persecution of the early Christians and at the time of Emperor Claudius, commonly called Claudius the Cruel. During this period wars arose outside of Rome, and Claudius called all his citizens forth to battle. The married men did not want to leave their families, nor those who were engaged, their sweethearts. On hearing this the Emperor became very angry and decreed there should

Lover's Salad. This method of matching partners was popular when our grandmothers attended this sort of gala affairs. Tissue paper in various shades of green is cut and crinkled to represent lettuce leaves. Slips with famous lovers of history are pasted on the "leaves"—the girl lovers' names on the boys' "leaves" and the boys' names on the girls'. (One platter is prepared for the boys and another for the girls.) The "lettuce" is then passed and each guest is allowed to take one "leaf" from their respective platter. They all then try to find their lovers. Here are some suggestions:

John Alden and Priscilla	Dante and Beatrice
Romeo and Juliet	Jack and Jill
Hiawatha and Minnehaha	Paul and Virginia
Napoleon and Josephine	Punch and Judy
The Prince and Cinderella	Ivanhoe and Rowena

Fortunes

Grandmother, dressed as she might have been forty or fifty years ago, is just the right person to distribute the heart fortunes. In case some of us are not so fortunate as to have a grandmother, an impersonation of grandmother will answer. These fortunes are written on hearts; red ones with white writing for the men and white ones with red ink for the ladies.

be no more marriages. The good priest Valentine was very sad about this and quite secretly united couple after couple in marriage. At last the news reached Claudius who ordered Valentine to be cast into a dungeon where he died. Later the church canonized him and a new feast was introduced in place of the pagan Lupercalia to which the name St. Valentine was given, because St. Valentine's day on the church calendar occurred about the same time in February.

An Archbishop connects the celebration with St. Valentine and says, "he was a man of most admirable parts, and was so famous for his love and charity that the custom of choosing valentines upon his festival took its form from thence."

The most probable origin is the ancient feast in honor of Pan and Juno which was held by the Romans during the month of February. The Christian leaders persuaded their converts to substitute St. Valentine for the pagan Pan and Juno, and so they set the day of celebration on February the fourteenth, the date of the saint's death.

"Oft have I heard both youths and maidens say
Birds choose their mates and couples, too, this day:
But by their flight I never can divine,
When I shall couple with my valentine."

—*Herrick*

For the Ladies	*For the Gentlemen*
Don't wait for him; Go while 'tis day And search him out; Go right away!	A girl with pretty wavy hair. Is buzzing for you Everywhere.
His smiling eyes Your charm will be, He's looking for you Hard as can be.	She's not as young, Perhaps, as you, Nor pretty, either, But you dare not sue.
If he is homely, Don't blame me. I've marked his heart With Cupid's key.	She's just as crazy As can be, Because her heart's Beating for thee.
Now, my young girl, Don't pass him by, He's a fine young man And rather high.	Now, whatever else You do, Don't miss the girl With eyes of blue
Loyal, upright Handsome, true; The boy that's suited Just for you.	She's the pick and choice Of the upper ten. The finest miss, Of all women.
His heart is waiting, Miss, for thee, As full of love, As full can be.	She's mighty pretty, You will see; She has a heart Of gold for thee.
I'm sure that this is One thing I know; A brilliant boy Is your beau.	Your girl most sure Is a gem, Don't miss this one Ah ha, ah hem!
Run quick, For pretty things he'll tell You'll want him for He's fine and well.	She's charming and handsome, Bright and true Her heart is calling Just for you.

Games

Valentine Barter. Each person is supplied with ten beans and five separate letters from the word Valentine. The object of the game is to use the letter given to form a word or words, and the beans either to barter or buy additional desired letters from your neighbors with which to form words. At the end of a designated time the person or persons with the longest word, the person with the most words and the person with the highest number of beans are awarded prizes.

Famous Kates. Here is a game our grandmothers loved to play. Possibly they will remember it by the name of "Forty Famous Kates."

Digitized by Microsoft

Divide the group into equal teams with about five to each team. Every person in each team is numbered, and the captain of each team is the scorer. The leader has cards on which is written the question of the famous "Kates." She calls out a number, and that number from each group or team comes forward to the leader and tries to identify the "Kate." The first person who does so scores one point for his team, and all with that number retire to their seats to be ready to be called again. Another Kate is produced, and another number is called. In the event that within a reasonable time not any of that particular number can guess what it is, another number is called. The "Kates" which can be used are:

1. What Kate leaves her place? (Vacate)
2. What Kate resigns? (Abdicate)
3. What Kate points out the way? (Indicate)
4. What Kate entangles you by her statements? (Implicate)
5. What Kate is frail? (Delicate)
6. What Kate has a twin? (Duplicate)
7. What Kate tells the news? (Communicate)
8. What Kate does not tell the truth? (Prevaricate)
9. What Kate is a housewife? (Domesticate)
10. What Kate gives instruction? (Educate)
11. What Kate returns courtesies? (Reciprocate)
12. What Kate drinks too much? (Intoxicate)

Mystery Heart Hunt. Divide the group into couples. All the guests are instructed to hunt for paper hearts which have been hidden by the hostess in very obscure places. Some of the hearts are red, some are lavender and some are ivory. After a given length of time the group is called together and the couples count their apparent gains. They are then told that the red hearts count five points, the ivory hearts two points and the lavender hearts deduct three points. Again they total their findings. An award may be offered for the couple with the highest score.

Grandmother's Valentine Wardrobe. The following are words which were familiar to the female sex from twenty-five to thirty years ago. Each person is given a pencil and a slip of paper on which is printed the following:

VVEELT	(Velvet)
ANF	(Fan)
LAWHS	(Shawl)
ESTANAPLT	(Pantalets)
NTARI	(Train)
TUBELSS	(Bustles)
IDBOEC	(Bodice)
NTONBE	(Bonnet)
ESLUMP	(Plumes)

The person to have the most correct in a given length of time is the winner.

Memory Scrapbooks. Divide the guests into small groups. Provide each group with a table, chairs, scissors, a stack of old magazines, and paste. Give each guest a small booklet made by folding in half three 8½" x 11" sheets of paper and clipping them together. The front page is to be labeled "Glimpses Into the Past," or any other title the player wishes to use. The second page is to be labeled "Scenes from My Babyhood," the third, "Childhood Frolic," next "My First Sweetheart," and fifth "My Husband or Wife," and last, "My Future Hopes." The guests are to cut out pictures from the magazines and paste them into the scrapbook on the proper page, under the proper title. About ten or fifteen minutes are allowed to finish, and the person with the best scrapbook, wins.

St. Valentine's Mating Secret. The group is paired off, and each couple is given a secret valentine which they are told to open and read quietly. Inside the valentine it read thus: "If a girl wishing to marry a Scotchman wore plaid and one desirous of catching a musician wore organdie, what then should the girls wear to land the following:"

An artist	(Canvas)
A barber	(Mohair)
A confectioner	(Taffeta)
Financier	(Cashmere)
Fisherman	(Net)
Banker	(Checks)
Editor	(Prints)
Gardener	(Lawn)
Milkman	(Jersey)
Undertaker	(Crepe)
Prisoner	(Stripes)
Hunter	(Duck)

Charades. This is an old, old game. Divide the group into two or more parts. Let them put on charades representing the names of various people, places, words, etc. A suggestive list should be given each group.

Shakespeare	(Men shaking an improvised spear)
Caesar	(Seize her)
Misunderstanding	(A girl under a table with someone standing on the table)
Cupboard	(A cup and a board)
Bookcase	(A book and a spectacle case)
Eyelash	(Strike someone with a lash)

Woman	(A man walks out, the others yell "Whoa")
Parapets	(Two pets or two people who pet each other)
Ingratiate	(In gray she ate)
Climax	(Climb ax)
Antarctic	(Ant, ark, tick)
Sausage	(Saw sage)

Jumbled Proverbs. This is another form of charades. Select and write out several proverbs on separate pieces of paper. Cut each proverb into two or three parts and mix up the parts. The pieces are then given out — one piece to each player—and all are instructed not to utter a word, but must find the other part of their proverb by acting out their portion of it. In a large group two or three of the same proverbs may be used. When all have found their entire proverb, each "proverb" gets together and acts out their own proverb while the others try to guess what it is.

Look before you leap.
It never rains, but what it pours.
Birds of a feather flock together.
A new broom sweeps clean.
A barking dog never bites.
There's many a slip 'twixt the cup and the lip.

Clap In, Clap Out. No old-fashioned party would be complete without this old faithful. All the men retire into another room and the girls place chairs before themselves. The men are brought in, one at a time. He takes a seat. If everybody claps, he is in the wrong seat. That means that the girl who asked for him was not the girl in whose chair he seated himself. If desired, two trials may be given each one. If he gets the right chair he remains in the room and is privileged to sit in the chair. After the men have all come in, the girls may go into the adjoining room and be brought in one at a time in the same manner.

Goodnight Ladies. Everyone knows the words.

Goodnight ladies,
Goodnight ladies,
Goodnight ladies,
We're going to leave you now.

Chorus

Merrily, we roll along,
Roll along, roll along,
Merrily, we roll along,
O'er the deep blue sea.

All form a double circle, couples facing each other with the men on the inside and the girls on the outside of the circle. On the first "Goodnight ladies," all shake hands with partners and all men move one step to the right. This brings them to new partners. On the second, "Goodnight ladies," repeat the first figure. The third, the same as the second. On "We're going to leave you now," each man stays with his third partner and shake hands three more times (on "going to leave you now"). During the chorus all partners hook arms and skip merrily around, anticlockwise. The entire song is repeated.

Favors

Old-fashioned bouquets and boutonnaires are quite appropriate. Cut a circle of cardboard an inch and a quarter in diameter with a hole in the center about a quarter of an inch in diameter. Sew wool over and over the cardboard as though overcasting it until the cardboard is quite well covered. Take the needle and thread and pass the needle between the wool and the cardboard, being careful not to splice any of the wool. Tie the thread into a loop. Now cut the wool along the outer edge of the frame, freeing it from the cardboard, and tie the thread which held together the center into a tight knot. Trim to make a perfect circle. Several of these are used for one bouquet, using the green crepe paper wrapped wire for stems, little paper doilies for the lace frill around the outside of the bouquet and tinfoil to cover the stems and everything underneath the doily. Of course you will want to make the flowers different colors in order to make them more attractive. Handkerchief rosebud boutonnaires are more useful than the suggestions above, and the cost is a trifle more, but they too are attractive.

Fold the handkerchief in half, diagonally. Roll folded corners, loosely, toward center, holding to prevent unraveling. Separate loose corners, bringing each corner up along the outside of the bud. Tie with ribbon bow and insert in paper doily.

Baby Picture Place Cards. If it is possible to acquire a baby picture of each guest, this novel idea can be worked out. Purchase some photographic art corners. Place the pictures on lavender correspondence cards, and make stationary by using art corners. Then tie the entire card with ivory ribbon and place at the table. The guests are then told to find their seat at the table by finding their picture.

Refreshments

An Old-Fashioned Menu:

Cold baked ham Hot biscuits
Potato Salad
Olives Pepper Slaw
Sherbert
Coffee

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New Trends in Park Planning

A city planner tells how present-day needs are influencing the planning of parks and their connecting links

By
JOHN NOYES

OF THE AVERAGE person's daily activities, it is evident that leisure time will occupy a constantly increasing proportion, and especially for the great masses in urban sections, opportunity for recreation must keep pace. Parks, in the larger meaning, should lead the way, and that this fact is well recognized by the present administration is gratifying to all of us interested in park developments. This era will be known in the history of our nation as a great Park and Conservation period. As an immediate means of relieving unemployment and as a future field for recreation it perhaps surpasses anything before attempted in this country. To date nearly all of the great conservation projects, such as—prevention of soil erosion, flood control, forestation, and power production, have due regard for recreation possibilities.

The principles of comprehensive planning of park systems and their connecting thoroughfares are so well recognized that no brief for them is necessary in this discussion, but the present-day need for them is more evident than ever before. Fortunate is the political unit that has a well-planned program for park development in this period of adjustment.

What are some of the basic trends that should influence in new planning of parks and their connecting links.

Developments in Urban Districts

Let us consider urban developments and closely built-up sections first. The necessity of sufficient play areas is of first importance. Few communities have enough of them, and their spacing is far from ideal in most cases. The increased leisure time of adults added to the ever present need for play activities for children will make more necessary than ever play areas in the congested sections. The question of financing is of course difficult and one for which a reasonable solution must be found. With the present-day tendency towards a static or even a decreased population in many of our cities, the slum clearance projects and possibly the complete eradication of entire blocks of obsolete residence districts offer the wide-awake urban communities opportunity to create new play areas. Indeed, the very existence of many cities as soluble political entities will depend to a great extent on the thoroughness with which they embrace such programs. Though they may not be fully aware of it, most cities are in active competition with outlying suburbs to hold their residents. The automobile and rapid transportation facilities have made available outer districts where there is less noise, more fresh air and sunshine and better play facilities. Unless the cities make their residence zones more attractive by means of additional parks and playgrounds, this trend will continue to a greater degree than ever before. For example, subsistence farming developments on the outskirts of cities, a decided trend of the times, undoubtedly will take large numbers from the cities.

Unquestionably a present-day indication in playground design is a tendency towards games

that will require less area per person. As an illustration, in larger playfields, probably more soft ball on small diamonds is being played today than baseball with its full sized big league diamond. Other sports with similar reduction in area per person will inevitably be required to better utilize minimum size playgrounds.

Increased leisure time for adults in our cities, however, means more necessary areas, too, for passive recreation, whether in connection with playgrounds or separated therefrom. Pedestrian sanctuaries, landscape and country type parks where older people may rest and reflect on the beauties of nature will be more desirable than ever. Modern playground design should recognize the older generation in creating and reserving more play activities of a milder nature for them, such as roque, quoits and similar sports. Too few of our park and playground systems recognize the need of mild physical activity for the older person. That improvement in aesthetic arrangement in all of these types is also possible, is quite evident.

The larger country or landscape park of twenty-five or more years ago is almost disappearing in most of our cities. Much as we hate to face this fact we must recognize it. Encroachments of play activities, sites for various public buildings, zoological collections and displays and various other interests, many of them quite unrelated to park purposes, are fast changing the original purpose of this type of park. Many of the park drives, originally for leisurely pleasure traffic only, have become main thoroughfares or parts of the main arteries in the cities. One of the big problems of the future in park planning will surely be the modernization of these parks, through grade separation of many of these main arteries through parks, and the consequent re-grading and landscaping of the areas involved. Park commissions should oppose vigorously further encroachments of park areas by various unrelated public or semi-public institutions and should make a strenuous effort to remove many now existent.

Zoological collections, among the finest of our scientific-educational projects, in many cases have been located in areas unfit for the purpose and where expansion is almost impossible. In most cases they would infinitely be better situated if located in grounds set aside exclusively for their use or, if located in the large country park, in a properly designed area, with plenty of room for expansion.

Golf courses probably retain the natural topography and vegetation of the park more than any other sport and fit into the landscape better; but in the interest of safety to other park patrons, golf courses should be isolated from main park drives, preferably located in areas exclusively for them.

Modernization of most parks is unquestionably needed if they are to function as up-to-date recreation centers based on present-day needs. In many cases this trend will lead towards the abandonment of roads through them, in the case of many smaller parks, and the elimination of parts of the road system in larger parks. Creation of areas for automobile courts or so-called parking areas along attractive lines with planted separation strips, additional lookout points and similar traffic features, are increasingly desirable. Many roads in older parks, designed in horse and carriage days, need reconstruction, with easier and less dangerous curves.

In the opinion of many, cities not already possessing them should have at least one area in parks devoted to an arboretum and even perhaps a modest botanical garden. This area where various types of plants, hardy to the locality may be found with all plants labeled, would be of great educational value, and also of great potential attractiveness.

The architecture in many parks is fast becoming obsolete and in need of modernization. Good taste in design of structures demands our interest more than ever before, and the type of architecture and materials most suitable to the locality obviously should be used, with preference towards more or less uniformity of style. Many existing structures in parks are almost as unsuitable in style, materials and purpose as a California bungalow in northern New Hampshire.

Regional or County or Metropolitan Parks

The movement towards regional parks, whether known as County, Metropolitan or by any other name, in the environs of our larger cities, will increase in number and use. The splendid examples of the Westchester County system and the Metropolitan system of Boston and others have set an enviable record of accomplishment that all metropolitan

This address was delivered by Mr. Noyes, Landscape Architect and City Planner, St. Louis, Missouri, at the convention of the American Institute of Park Executives held at Louisville, September 17-21.

Many feel that at least one area in a park should be devoted to such developments as the rose gardens and lily ponds in Rock Springs Park, Ft. Worth, Texas

Courtesy Ft. Worth Park Department

communities are attempting to emulate to a greater or less degree. The opportunity to connect the main park areas and reservations of the outer system by means of parkways is, of course, greater in these less congested districts than in the city.

St. Louis County is now in the midst of a five million dollar bond issue campaign for the construction of sewers, and as a part of its program eventually expects to develop many of the natural drainage channels, its creeks and small rivers, into parkways, appropriately named "Flo-ways." Other environs of large cities will doubtless proceed along similar lines. The possibilities of many of the super-highways now entering cities as landscaped parkways leading to large outer parks and reservations are almost unlimited.

The large outer parks and reservations of the regional system will supplant to a large extent the fast disappearing country park of the city, and their accessibility by bus and rail transportation as well as by automobile is a most important consideration. Camping grounds, nature trails, game preserves, boating, fishing and similar activities are generally greater in demand in the larger and more distant parks than the more active types of recreation. Preservation of natural scenery and native plant life, and a landscape treatment developed to fit and accentuate the natural characteristics of the site using native plant materials exclusively, so far as possible, should dominate.

Distinction in these parks, and, in fact, in all park developments whether city, state or national, should be one of the great objectives of the designer. If Jones Park in the south part of the city can have characteristics that distinguish it from Smith Park in the north part, both in good taste and well designed, certainly the citizenry of the entire city will try to visit both at various times during the year; the more pride they will have in the two and the greater will be their support of the parks. Many times this distinction will develop from the natural characteristics of the site. Often it must develop from the ingenuity of the designer.

State and National Parks

Acquisition of state parks for the preservation of points of great scenic interest and natural wonders have received great impetus in the past few years. Many states have adopted the policy of setting a maximum price limit on such properties which means that such sites will in most cases be far distant from and relatively inaccessible to the large centers of population, the heaviest taxpayers, hence the principal financial investors in the park. Five dollar an acre land one hundred and fifty miles from the center of population may be as expensive as $100.00 an acre land within twenty or twenty-five miles of the center in cost of the land per visitor. A 10,000 acre tract at the greater distance might have 50,000 visitors a year; land cost, exclusive of maintenance and development costs, would represent $1.00 per visitor. A tract of equal size close to the large center costing $100.00 per acre might have 1,000,000 visitors a year which would also represent $1.00 per visitor. My figures may not even approximately approach the correct ones, but certainly this economic problem deserves important consideration. When the costs of transportation and loss of time in going to the far distant tract are considered, the points in favor of the easily accessible state park are even more pronounced.

State water conservation programs for streams and flood control through creation of lakes are almost unlimited in their possibilities for recreation, providing as they will opportunities for boating and fishing activities, tourist and week-end camps, to say nothing of the landscape and scenic features.

National parks selected from superlative areas for their scenic interest and natural wonders, preserved in their native glory, will ever be the pride of all Americans. Accessibility is a minor consideration in their selection. The National Park Service is to be congratulated on the selection, development and management of these sites. National and state forests and regional forests near large cities, for their economic importance, as well as their recreational possibilities, should also be greatly encouraged, fostered and enlarged upon.

Highway Beautification

Another of the most significant trends of the times which we may broadly consider a part of the park program is the possibility for beautification, landscape development and improvement of our state and rural highways. State highway engineers have not reached the apex in design by any means, as regards fitting the road to topography or in grace of line and curve, but there has been a notable improvement in the past four or five years. The past year has seen a remarkable impetus to the roadside improvement program and the possibilities of many of the state highways and super-highways as scenic parkways is unbounded. Between the St. Louis city limits and the town of Gray Summit, Missouri, a distance of some thirty-five miles, we have a new highway officially known as Highway 66 which to date is undoubtedly the best example of state highway planning in the eastern part of the state. It happens that this highway connects the Missouri Botanical Garden in the city with its new Arboretum at Gray Summit. A little over a year ago an association was formed to work for the preservation of natural scenery along this highway, the control of billboards, the improvement of roadside stands and service stations and the development of roadside planting mainly through use of native plants.

With the assistance of this association, the State Highway Department has planted thousands of trees and shrubs along this highway. By popular acclaim and sanction of the two counties through which it passes, this section of Highway 66 has been named the "Henry Shaw Gardenway" as a memorial to the founder and donor of the Missouri Botanical Garden. The new program of the association is to secure easements on adjacent property, in some cases a half mile or more from the road, particularly on land not suitable for cultivation, for the planting of thousands of native redbud, wild crab, dogwood and other native plants—one type of forestation. This new program has the enthusiastic support of the State Highway Department and the Missouri Botanical Garden. Undoubtedly our state highways have great possibilities along similar lines. With the gradual acquisition of "Rest-a-way" parks along the routes, picnic grounds, and scenic overlooks, many of them will indeed become park systems in themselves.

This leads to consideration of "Tourways." This movement, inaugurated at the convention of the American Society of Civil Engineers in Vancouver, last July, proposes the construction of great parkways throughout the nation, reserved exclusively for the use of passenger automobiles. It is undoubtedly one of the foremost progressive steps of our generation in highway planning. The aim of these "Tourways"—300 or more feet of freeways—would be to connect national, state and local parks and other points of interest, and to provide smaller parks along the way for camping and sightseeing.

A few remarks about the possibilities of your own profession are pertinent at this time. Park executives today must be big business men. The ability required in a good all-round park executive would probably bring in many times the income he now receives if he were connected with a large commercial enterprise. There is, however, a large field still relatively unexplored that challenges your ability, that of building up support through public interest in your work and your parks. Building up public pride in the park system pays big dividends to the city in the tourist travel it helps to create and in the support of the citizens themselves. Obviously that they have something to be proud of is assumed. In Missouri we have a Citizens' Road Committee which has greatly assisted the State Highway Commission in the development of the State Highway System. Why not local and state park associations of interested citizens to act in an advisory capacity and help put over park programs? Encourage wealthy citizens to donate and endow parks for the public as memorials to themselves

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A County Recreation Exposition

Westchester County, New York, discovers an activity so interesting and popular that it will be made an annual event

THE FIRST Westchester County Recreation Exposition was held at the County Center in White Plains, N. Y., from October 31st through November 6th under the auspices of the Westchester County Recreation Commission. Forty different civic, social or educational organizations cooperated in the undertaking; of these, sixteen were recreation boards operating under municipal auspices in various communities of the county. Nearly as many manufacturers or local dealers in equipment for recreational activities also participated. Over a hundred individuals worked toward the success of the show as members or officers of committees representing twenty-five classifications of recreation.

The main purposes of the Exposition, which will be conducted annually hereafter, were described as follows by E. Dana Caulkins, Superintendent of the county's Recreation Commission: First, to aid the citizens of the county in the selection and cultivation of wholesome and satisfying recreational activities; and second, to aid the local recreation agencies of the county by promoting increased participation of citizens in locally sponsored activities.

For a "first performance," the results were gratifying. The entire building was in use from the Exhibit Halls in the basement to the Little Theatre on the second floor. The great auditorium was cleared and about a hundred booths were erected with the aid of workers from the Westchester County Transient Center in nearby Elmsford. Here were shown equipment for indoor and outdoor sports of all kinds, toys and games, and old prints and jewelry for the collector. A modern printing press, on which a newspaper *The Exposition News* was printed daily, and an airplane were the outstanding exhibits in point of view of size. Ten local recreation commissions arranged attractive displays illustrating a wide variety of recreational activity. The model of a proposed airport for Westchester County occupied a key position on the main floor.

Other exhibits of unusual interest on this floor represented such activities as dramatics, camping, fishing and hunting, gardenings, choral and instrumental music, hiking, amateur photography and motion picture technique. The arts and crafts were shown in the downstairs Exhibit Hall, as were home activities, collections and models of trains and ships. Not before, since the Center was opened in 1930, have so many and such diverse forms of leisure time pursuits been exhibited at the same time. Nightly demonstrations of the various activities added to the attraction of the Exposition.

From the hour the doors were opened each day —1 o'clock— until they closed at 10 P. M., men and women, boys and girls came to look and ask questions. They came in groups and individually; many families attended together. The first day's attendance was about 1,500, and each day thereafter, the number grew, until on the last day it was estimated that about 7,000 people swarmed into the Exposition. The total attendance was about 30,000. Local newspapers commented on the "tremendous interest" in recreation that this figure indicated, and expressed the hope that "the success of the first year will lead to a permanent program." A central committee was in charge.

The sale of a limited number of booths to commercial exhibitors provided most of the income, and the sale of admission tickets and souvenir programs also helped to put the Exposition on a self-supporting basis. Only the cooperation of a large number of organizations made the affair possible. Among those arranging exhibits or providing leadership and talent in the daily demonstrations and entertainments at the show were the following:

Westchester divisions of the American Red Cross, Boy Scouts, Girl Scouts, Federated Garden Clubs of New York State, Parent-Teachers' Association, Federation of Women's Clubs, and the

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And for a Backdrop the Tyrolean Alps!

By LUCILE HOERR CHARLES
Director of Drama
American Peoples College in Europe

Courtesy American Peoples College

"WE DROVE UP in deep night to the inn with a flourish, finding our welcoming Poconians sitting at tables in bright color under the trees. A glamorous introduction to the Tyrol! Hot tea and hearty greeting waiting for us; then sleep under feather bed. In the early morning I looked out to see unreal steep mountains crowned in drifting mist. From then to now has been a series of unreally beautiful pictures. The unbelievably exquisite village; white houses; painted walls, windows and doorways; embellished inscriptions, carvings on the outside of all the houses; the wayside shrines, the covered bridges, the flowers; the band with their shiny instruments which we met in the street getting ready to play, all in short pants, embroidered jackets, and broad-brimmed felt hats trimmed with cock feathers and Alpenrosen. Beauty is overflowing. I wish I could recapture every moment of these two days and deliver them entire to those at home."

So reads the first entry of my journal after I came to Oetz-in-Tyrol, the town where the American Peoples College in Europe has its headquarters. The first impression we all had was one of utter charm, and we gave ourselves up to enjoyment of the village.

Soon the drama group came together, however, and discussed plans. What would it be appropriate to do here in this lovely valley? How could we learn the most? What equipment did we have? Where did our needs and wishes lead us?

We had a grand feeling of freedom in this planning. There was no set curriculum, no course, grades, examinations or fixed textbooks. We were not obligated to produce a play. True to the Peoples College tradition we were here to make the most of ourselves and our situation in whatever way seemed best. Hence, the huge zest with which together we outlined our adventures and embarked upon them!

Rumor drifted in that over in a clover field there was an outdoor community theatre. We set out to find it, passing slow-moving cow-pulled wagons, and peasants raking in the fields with hand-made wooden rakes and red poppies against a blue sky on a slope above us. We were already making friends in the village; the innkeeper called out "Gruss Gott,", the laundress waved to us as she came out to get water from the crystal stream flowing past her door.

The "Freilichtbuhne" (literally "freelight-stage") was exactly right. A plank floor, weathergray; a built-up rampart covered somewhat with sod and harebells; electric lights; a gently sloping clover field for the audience to sit upon, and the magnificent setting of snow-covered Alps. By all means we must use this outdoor theatre! And we did.

We used it several times during the season. We gave Capek's "The Life of the Insects" for one thing, and we gave our own version of how

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American students climb mountains in the Tyrol for another. This last play we "Acherkogl" after the tallest peak in the neighborhood, and I should like to discuss it for a moment, since the process by which it was assembled may be interesting to recreation leaders who create plays on playgrounds and in camps, or in the corner of a yard or perhaps in a club room.

Our group had just completed a careful production of two one-act plays in the Inn. Most of us were in the relaxed happy recoil following a successful performance. It was a glorious afternoon. No one felt like doing very much; in fact only five felt like doing anything dramatic at all. These five, plus the drama director, betook themselves over to the Freilichtbuhne, books and blankets under their arms. They read plays aloud for an hour or so, pausing often to drink in the sunshine, the brilliant blue sky, the white clouds, the noise of the mad, crashing mountain stream a quarter of a mile away, the amethyst heights of the encircling mountains. At the end of a lazy hour, a spark flared up. Someone noticed, as we sat there in front of the stage, how the rampart repeated the shape of Acherkogl, leaning back up there high and clear. Came more suggestions from two or three who had recently climbed the mountain. Came the decision to give a takeoff on the Acherkogl ascent, at the Freilichtbuhne.

Next morning the six of us met again at the theatre, plus an elderly Viennese music professor who came along as an interested and slightly scandalized observer. It was for the learned Herr Doktor new and somewhat terrifying to see the casual manner in which these Americans stood around, joking and laughing, tossing in suggestions, anecdotes, giving sweeping and impractical suggestions for the form of the play, all helter-skelter, hit or miss, and everything cheerfully recorded on paper by the director who was as informal as the rest of them. Yet the director was in fact chairman, and as opportunity arose he began suppressing some suggestions and evoking others, helping to shape the whole, reminding the group that the play must be built upon a simple curve leading to a climax and thereafter falling quickly away He insisted upon a clean-cut beginning, climax and end; what happened in between was less important. Within a few minutes it was agreed that there should be three climbers, to be played by Ann, Peg and Jock. Jay would be Shep, the guide, and Alice would be the Elements. The scenario was roughly blocked out; each character was defined as a type; the Herr Doktor and the director seated themselves on the footlights box in front, and the actors sailed in.

One side of the stage was the village of Oetz, whence the climbers set forth at two a. m. Very gaily, and well fortified by biscuits and honey served even at that ungodly hour at the home of the Director of the College (a customary rite, by the way). In fact all the incidents which occurred were culled directly from life. The other side of the stage was Bielefelder Hutte, the halfway house. The top of the rampart was, of course, the mountain. Back and forth the climbers tramped on a switchback trail, across the stage on one long board, and back along the next one. Enroute the Elements ran forth with a sprinkling can and the climbers were deluged, except Shep the guide who thoughtfully carried an umbrella! And so on through all the excitements and vicissitudes of the climb.

Losing one's trail (before meeting the guide) stubbing one's toe, eating chocolate, drinking at a pool, being roped together, watching an avalanche go by, seeing the moon rise (round piece of paper raised by the Elements with inimitable grandeur), hunting for Edelweiss and an autumn crocus, going through a snowstorm, up across one terrific ascent after the other, with a final

Courtesy American Peoples College

straddling of the dangerous saddle of rock from one peak to the highest, Peg with her huge, unlaced shoes; Jack, good natured, inclined to be lazy; Ann, complaining and drolly naive; Jay (the guide) with his beer bottles and odd rear elevation when climbing.

It is impossible to recapture the bloom of theatre fun in a written report. Suffice it to say that the Herr Doktor and the director laughed at this first rehearsal until literally they cried. Particularly funny was the last awful ascent; the agony of those four grown people trying to scramble up a three-foot slide; the proud singing on the mountain top; the quick descent; the takeoff on a Schulplattler dance at Bielefelder Hutte. And finally the triumphant procession down the switch-back trail, all fatigue gone, and into Oetz again. It had the sparkle of a new and happy game.

That was the only rehearsal we had, too. In the afternoon we met again to go over the scenario in our minds and to check on the props and signs. We spread the word about among the villagers and guests of the inns that at six o'clock that evening we would give this show which made fun of Americans climbing the mountains.

At performance time perhaps sixty or seventy people were in the audience, many of them speaking only German but thoroughly understanding the spirit of the play. The American student section of the audience first sang folk songs and Negro spirituals, answered by Tyrolean folk songs from the mountaineers. Then the small but noble band of actors held forth for perhaps a half hour. And our frankly impromptu, flexible little play, with a sufficiently sound framework for the silliness and fun to be pegged upon, was a hit. The peasant children sat there with their buckskin shorts and colored aprons, their long braids and cropped heads, and squirmed with delight. The village boys sat in a group together, slapping their thighs over the antics of American student mountaineers. The whole audience howled with laughter. We are not at all modest about our success. In fact we still gloat over it.

This play that we made up was only one of the things the drama group of the American Peoples College in Europe did in Oetz. More formal productions took place, play readings, speech and pantomime study. Also during this orientation period at the college headquarters we were studying language, history and current events, and coming into contact with other American students interested primarily in music, physical education, psychology, or general social conditions abroad.

And then we set off on a Pocono study trip through from five to nine different countries, depending on what routing we took and how long we stayed over. Some came to Europe for only nine weeks and others stayed over for a year. We made swift comparative surveys of the theatre in various countries. We visited many types of performances from the most finished professional productions to those of the most naive amateur. We watched rehearsals, sat in government boxes, had interviews with the President of the Hungarian Playwrights' Association and the Director of the Opera and the National Theatre in Vienna, met Sil Vara, author of "Caprice," visited Reinhardt's theatre in Prague, saw performances of O'Neill's plays in Danish, the Czech Ballet and the current theatrical excitement of Stockholm and London. Throughout we were seeking the relationship of theatre and life, watching particularly for echoes of the present social and economic confusion.

Moreover, again in accord with the Peoples College tradition, we were travelling for the most part simply and modestly. Oh, we splurged once in a while! Who will ever forget that hotel in Paris? But for the most part we lived in homes and inexpensive pensions and traveled third class on the railroads and boats. And by so doing we got really to know something of the life of the people, and we did things literally as cheaply as they can be done.

Home again, not only with vivid memories of the pastry piled with whipped cream we had in Denmark, the moonlit sea, and that cow we tried to milk in the Tyrol, but with an accumulation of dramatic material and method, a treasury of the stuff of the theatre as it occurs in countries other than our own. We came home with a new perspective on our theatre problems in America, and with a more specific technique to use on that little show in our own backyard.

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A Field House 100 Percent "Play-full"

By ARTHUR LELAND
Landscape Architect
Newport, R. I.

THE CHILDREN of one of the Newport, Rhode Island, playgrounds have been so persistent in sliding down the roof of a little coal shed on the playground that it has been necessary to reshingle it every two years. Taking the tip from the children, several years ago we built a maple slide on one side of the building with stairs on the other. This the children used until the surface became "slivery" and unusable.

The next step was the construction of a slide shown as part of the building pictured in the illustration. The surface was of white cement and stone aggregates ground to a polished surface that eliminates slivers and never rusts or corrodes. A wooden foot piece converted it into a toboggan slide in winter. This slide, with a wooden set of stairs and a platform, was used until two years ago when the C.W.A. and F.E.R.A. completed the project.

The building which resulted contains a main room 16′ by 16′ with an oak bench around two sides and a 4 foot fireplace giving ample heat for spring and fall use. This room serves as a field house dressing room, a club house for small neighborhood gatherings, a shelter and workshop for children on rainy days, and a place where indoor bacon bats may be held. There is a broad stairway outside leading to the roof and across to the slide. There are no shingles, slate, tile or conductors to be broken. In the building are a toilet, lavatory and cold shower bath for girls located under the stairs, a cold shower bath, urinal and toilet for the boys placed under the slide, and a lavatory inside the door of the main room. The windows are high and covered with gratings. The height of the platform forming the roof of the building is 9 feet. The roof can be used for a variety of purposes—as a bandstand, as an outdoor stage for dramatic productions and as a ring for boxing contests, as well as a play area and a platform for the slide and stairs. If heat should be required for winter use, a basement can be added for the heating system and for storage purposes.

The cost of materials was $1,081.37, for labor and supervision, $2,428.85, making a total expenditure of $3,510.22. If done by contract the cost might be reduced. The exterior of the building is of cobblestones salvaged from the city streets; the interior, granite paving blocks secured

(Continued on page 554)

Courtesy Commissioners of the Palisades Interstate Park

WORLD AT PLAY

Nature Study and Garden Clubs

THE School Garden Association of America, which has been actively interested in nature study in the public schools since 1910, has launched a campaign to bring together into a national organization the nature study and garden clubs which exist in the schools of the United States. A series of leaflets dealing with various kinds of club activity, medals of award, membership pins and other aids are being prepared. Assistance will be given in planning and organizing new clubs in elementary schools as well as in junior and senior high schools. Anyone interested is urged to write to the Chairman of the National Junior Club Committee of the School Garden Association—Karl H. Blanch, East Mauch Chunk High School, East Mauch Chunk, Pennsylvania.

Winter Sports

THE Commissioners of the Palisades Interstate Park, New York, are offering at Bear Mountain an attractive program of winter sports with skating, skiing, tobogganing, bob-sledding, hiking, snow-shoeing and all the other activities which make the park such an important winter sport center. The schedule of special events includes the following: January 5th and 6th — Olympic speed skating try-outs for the middle Atlantic section; January 13th — Interstate ski jumping tournament; January 27th — Palisades ski jumping tournament; February 12th — Bear Mountain ski jumping tournament. Winter camps are maintained for the use of winter sports enthusiasts which may be rented at a nominal sum. These cabins, which vary in size, are furnished with the essential kitchen and dining room utensils, as well as with pots, mattresses and blankets. Winter sports equipment is also provided. Further information may be secured from Miss Ruby M. Jolliffe, Superintendent, Camp Department, Palisades Interstate Park Commissioners, 141 Worth Street, New York City.

Movies, or Games and Athletics?

THE Better Films Committee, of Englewood, New Jersey, announcing the findings of a questionnaire answered by 1,500 grade and junior high school pupils, states that the study shows the majority of children preferring games and athletics to movies. The average Englewood child attends 4.3 times a month, some reporting they have never been to a movie and others stating they attend as often as twenty times a month.

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The PENNSYLVANIA STATE COLLEGE
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Values of Drama Tournaments—Community appreciation of the activity of recreation departments in organizing and promoting community dramatic tournaments is voiced in a bulletin from the Young Men's Hebrew Association in Birmingham, Alabama. The Park and Recreation Board of that city last spring promoted a one-act play tournament and made available the Sharpe Cup for the winner. This was awarded to the Dramatic Workshop of the Y.M.H.A. for what was alleged to be a truly professional performance of "Confessional." The Y.M.H.A. *News* says: "The Park and Recreation Board has done a splendid piece of work by sponsoring a tournament such as this. Amateur dramatic groups are brought together in good fellowship to compete among themselves. The experience which every member of a cast received by appearing before an interested audience is invaluable training. The theatre is the finest means of self-expression and for that reason many of us who have shown no interest should realize the field there is for development in acting. As for the "Y" Dramatic Group, it upheld as usual those traditions of fair play, cooperation and splendid effort which have always been its motto."

American Physical Education Association Convention — The national convention of the American Physical Education Association and its Eastern District Society will be held in Pittsburgh, Pennsylvania, April 24-27, 1935.

The Southern District of the American Physical Education Association convention will be held at the Biltmore Hotel, Atlanta, Georgia, April 3-6, 1935.

Camps for Young Men of Great Britain—Great Britain is one of the countries which is seeking through the establishment of camps to do something for counteracting "the effects of prolonged unemployment on the younger men in the severely depressed areas." Four physical training centers under full time instructors were opened during 1932 for the benefit of all young men between the ages of eighteen and thirty who were wholly unemployed. The experiment proved so popular that it was expanded in 1933 through the creation of thirteen new centers. This is entirely a recreational and physical conditioning undertaking except in the case of the Edinburgh Center. There the courses are specialized for the purpose of training men to lead physical training classes. About 9,000 men have taken a twelve week physical training course maintained by the Ministry of Labor. By the close of 1933 some of the classes had been taken over by private welfare organizations.

A Sports Parade — On November 18, 1934, 50,000 individuals participated in a sports parade in Mexico. All the sport elements within the republic were represented. The parade terminated in front of the National Palace, from a balcony of which President Rodriguez, President-elect Lazaro Cardenas, the full Cabinet and the diplomatic corps applauded the various athletic feats which were presented. Boys on skates led the way, followed by venison hunters, crack Mexican poloists, baseball, basketball, rugby, soccer and tennis players, oarsmen, fencers and girl athletes of every class. The enormous progress of sport in Mexico was portrayed.—From the *New York Times*, November 19, 1934.

Neighborhood Clubs — In Tampa, Florida, the Board of Public Recreation is stressing the organization of neighborhood clubs in some of the most neglected sections of the city. Two clubs, the De Soto Recreation Club and the Jackson Heights Improvement Club, for young men and women from sixteen to thirty-five years, are making particularly gratifying progress and new members are joining each week. The clubs are meeting a real need in their communities. The Jackson Heights Improvement Club is making plans to build a playground in Jackson Park in connection with the club house. Basketball courts, tennis courts, dia-

mond ball fields, horseshoe pitching courts and play facilities for small children are included in the plans. Club members are raising funds and securing volunteer help for the project. The De Soto Recreation Club has held a dance attended by 350 people. A nominal fee was charged to defray expenses.

Gardening—Last year many gardening projects were provided through 4-H clubs. Forty-four thousand boys and 132,000 girls were enrolled in home garden projects. During the same period 3,411 boys and 66,198 girls interested themselves in beautification of home grounds projects.

Eleventh Annual Junior High School Conference—The School of Education of New York University announces its eleventh anuual Junior High School Conference to be held at the School of Education, New York City, on Friday and Saturday, March 8th and 9th. The general subject for the conference is: "Junior high school pupils—how can they achieve democracy?"

Tennis Tournaments in Salt Lake City—In August Salt Lake City completed its annual city-wide tennis tournament, the most successful in the history of the city. Approximately 1,000 individuals participated in the fourteen different classes for a total of 820 matches and 2,390 participants. An opportunity to play was presented to both young and old. High school and college letter men, as well as major tennis tournament winners, were barred from participation. This ruling proved an impetus in attracting the average player and added zest to the competition. No entry fee was required and balls were furnished for the final matches.

Summer Emergency Classes—Education and recreation centers developed in Pennsylvania by the Department of Public Instruction as a phase of the emergency education program have enrolled 18,450 young men and women in activities, according to the Public Education Bulletin for August 1934. The centers have been developed in school buildings, Y.M.C.A.'s and other suitable public buildings having nearby athletic fields, playgrounds and swimming pools. Sixty-two supervisors at these centers directed handcraft classes, nature study, health education, dramatics, sewing, industrial arts, singing, dancing and athletic activities.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Safety Education, January, 1935.

Cities Protect Winter Sportsmen, by Marion Holbrook.

Parks and Recreation, December, 1934.

What Parks Are Doing for Abundant Living, by Ernest K. Thomas.

Proposed National "Tourways" Plan, by A. P. Greensfelder.

Duties of the Park Board, by Phelps Wyman.

The Value of Advance Planning in Park Development, by Harry J. Adams.

Preparing for Christmas, by V. K. Brown.

What Shall We Do With This Leisure? by V. K. Brown.

Some Thoughts on Recreational Planning, by Aldo Leopold.

Leisure, January, 1935.

Fun in Winter, by Dickson J. Hartwell.

Snow Men and Snow Menageries.

Yes, Make Your Own Furniture, by Edwin S. Parker.

Lay Out Your Garden by the Hearth, by Marguerite Latta.

Soap Sculpturing, by James C. Neylon.

Parents' Magazine, January, 1935.

Youth Speaks (Account of the Youth Conference, a part of the program of the 1934 Mobilization of Human Needs), by Harry A. Overstreet.

The Red Cross Courier, January, 1935.

When Winter Comes, by Carroll Bryant.

International Labour Review, November, 1934.

Possibilities of International Action to Workers' Spare Time, by G. Mequet.

Review of Reviews, November 1934.

Learning How to Play, by Jo Chamberlin.

The Journal of Health and Physical Education, January, 1935.

A State-Wide Rural School Play Day Program, by George F. Hendricks.

Co-Recreational Activities—an Editorial.

The Game of Ice Hockey, by Harriet M. Brown.

Home Duck Pin Bowling.

Crossball.

PAMPHLETS

Report of the Forester, 1934.

Forest Service, U. S. Department of Agriculture, Washington, D. C.

Leisure-Time in Millburn.

Report for 1934 of the Department of Public Recreation of Millburn, N. J.

All About Badminton.

Cragin-Simplex Corporation, New York City.

Seventh Annual Report of the Department of Public Recreation of Irvington, N. J., 1934.

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Play Streets in Philadelphia—Street play was conducted in Philadelphia last summer through funds for leadership provided by the local Works Division of the State Relief Bureau. Workers received training for a week preceding the opening of the play streets. The program consisted of games such as volley ball, tennis with courts chalked off on the pavements, and soft ball with modified rules. Each session ended with group singing and story-telling.

Recreational Progress in Great Britain—During 1933 the National Playing Fields Association of Great Britain has been the recipient of several gifts, which have increased to forty-nine the number of recreation grounds which it now holds. The Grants Committee of the Carnegie Trustees and the National Playing Fields Association have made grants amounting to £29,995 in aid of 112 projects for acquiring and letting out 761 acres in different parts of Great Britain. The practice has been to contribute one-sixth of the approved cost of acquisition, layout and equipment, subject to the limitation that no combined grant shall exceed £2,000.

Music in Tampa—Music is playing an important part in the program of the Tampa Board of Park Public Recreation. A juvenile orchestra of twenty-three members has been organized under the direction of a volunteer. Over 400 boys and girls are playing in playground harmonica clubs and rhythm bands under the direction of the F.E.R.A. recreation music director. A stringed instrument and harmonica band has been organized for older boys and girls. Community sings are conducted each

MacMurray College Library

week at one of the playgrounds. A F.E.R.A. orchestra and band composed of twenty-six musicians presents four concerts each week at four parks. A Negro band of thirty-one musicians plays twice a week.

A Citizens' Committee Organized — On August 16th, at a mass meeting held in Minneapolis, a citizens' committee on public recreation was organized to support the city's recreational program.

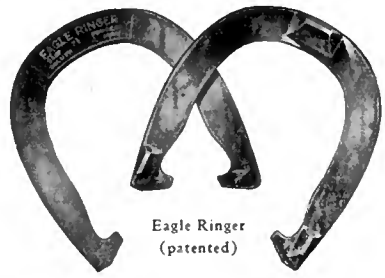
A Water Pageant in Steubenville, Ohio—A crowd of 4,000 people attended the colorful water pageant held in Steubenville under the auspices of the Recreation Department. There were events of many kinds, including in addition to the pageant, a chariot race, water polo and canoe tilting. Music was provided by the band organized in the community recreation center. Performers in the pageant were all swimmers in the three city park pools.

Leisure Time Recreation

(Continued from page 514)

to face it in the administration of municipalities, when we come to the point where we have to cut, the easiest thing to cut usually is the latest thing that came into the budget. The old established things have built behind them a tradition, have got back of them a supporting body in the community. The adventurous things, the experimental things, don't have that same measure of support. And yet the interesting thing about it is this, that the new thing maybe has come in because it is a distinct answer to a particular problem which has arisen. You may be carrying the old activity simply because it is a traditional activity, but the new activity may be a definite response to a particular need which has dramatized itself so spectacularly that it has to be dealt with. In other words, when we face this question of cutting, we have to ask ourselves not merely which is old and which is new, but we have to ask ourselves how far is it, whether old or new, meeting a definite and specific need. And when we deal with these recreational problems it seems to me that we ought to face them on that basis and realize that this new development in our municipal life is not something which has come out of the blue, but is something which has come in direct response to a community need.

Men like you all over the country are in a strategic place, to give leadership in this whole field. We don't need to argue about leisure time. For the masses of the people there is going to be more leisure time than there has ever been. Is that leisure time going to be a social asset, or is it going to be a social liability? And I should like to invite you to become pioneers in your field and in the total social structure in seeing if you cannot work out in your municipalities some schemes for the use of leisure time which will turn a potentially dangerous factor into a constructive factor that will bring joy unto the lives of your citizens.



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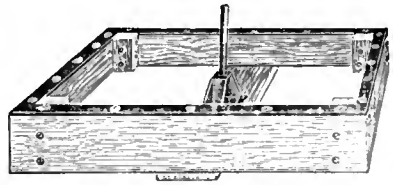

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An Error Corrected

On page 448 of the December issue of RECREATION the third line of the third paragraph should read: "received eighty cents per day" instead of "received eight cents."

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The Intercollegiate Outing Club Association

(Continued from page 515)

most valuable of the I.O.C.A.'s activities. Dartmouth held the first meeting on top of Mt. Moosilauke; Yale held the second at the Yale Engineering Camp in East Lyme, Connecticut, and New Hampshire University held the 1934 conference at Swanzey Lake, New Hampshire, with seventy-six delegates from twenty-one colleges present. These were worth while group discussions of various outing club problems, such as finance, publicity, winter sports, campus support, trips, cabins and trails, equipment, etc. The annual business meeting of the association takes place on Saturday evening. Following it a guest speaker of prominence addresses the delegates. To judge by the number of outing clubs that are reorganizing it is apparent that the older and stronger ones are assisting materially in improving the clubs in general.

The I.O.C.A. also sponsors a College Week of mountaineering and camp life before the colleges open in September. In 1932 College Week was held at the Appalachian Mountain Club Shelter at Great Gulf in the Presidential Range of the White Mountains. The 1934 College Week will be held in the same place from September 8th to 15th. Last year it was held in the Mt. Marcy region of the Adirondacks. Each club gets its own group together with its own supplies and equipment. A definite place is designated as a base, but each group is free to come and go as it pleases. This feature furnishes opportunity for a splendid fellowship without the necessity of being obliged to move about with too large a crowd.

Joint trips are likewise a very popular innovation, especially between the men's and women's colleges. One club invites another to send some of its members for a week-end with a few of its group, generally held at the hosts' or hostesses' cabins. The time is spent delightfully in activities of the outing type, and a splendid spirit of comradeship is being developed among those who participate.

Dr. Myron T. Scudder

On December 28, 1934, Dr. Myron Tracy Scudder died of pneumonia at his home in New York City. Dr. Scudder was one of the small group of men and women who on April 12, 1906, met with Dr. Luther Halsey Gulick and Dr. Henry S. Curtis to establish the National Recreation Association, then known as the Playground Association of America.

While serving as principal of the State Normal School at New Paltz, New York, Dr. Scudder conducted a county play day which received recognition far and wide. Dr. Scudder was one of a small group of educators who early recognized the importance of play in education. Throughout his long life of useful service Dr. Scudder maintained his interest in the recreation movement.

A New Method of Protecting Ice Rinks

(Continued from page 519)

joyed eighteen nights and eight days of fine skating on the burlap shaded rink. In 1931-32 there were fifty-seven days of good ice and in 1933, sixty-three days.

Business men, high school boys, and juniors have formed hockey teams at many places in the Rocky Mountains, including Golden, Boulder, Denver, Longmont, and Fort Collins, Colorado, and at Laramie, Wyoming, and they all participate in tournaments all over the region.

In the summer team members are kept busy mending and sewing burlap for curtains. With a simple homemade rack twenty by three feet, equipped with nails along each side, the workers stretch a double thickness of the burlap or a sack that is three feet wide and then sew the ends together with stout cord and a wool sack needle. The sacks are lifted from the nails and moved along as the cross-seams are completed.

Seldom has a sport furnished so much pleasure to spectators and players at so little expense as has the ice hockey of the Rocky Mountain Region.

Suggestions For Conducting Social Games

(Continued from page 520)

boring. When the group starts to lose interest in a game, announce a limit to the time that it will be continued. Render quick decisions on rules when necessary.

4. **Help Rotate the Ones Who Are "It."** The question sometimes arises as to whose turn it is in those games where someone is "it." In such cases the leader should quickly decide, giving the turn preferably to someone who has not previously been chosen or who has not had the chance to be "it."

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5. **Let a Change in Games Seem Spontaneous.** It is sometimes better not to have it seem as if the whole evening has been budgeted and that the leader is deciding all of the games. The latter fault can be avoided by having someone primed to suggest a game that was previously agreed upon with the leader. Or the leader can himself say: "Someone has suggested that we play such and such a game," rather than directly indicate that it was his idea. At a more informal party suggestions may just as well come from the group especially when the games are well known.

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6. **Do Not Explain New Games At Length.** For a large gathering it is better to give a few individuals the instructions beforehand or while the rest are already occupied with some other activity. Let those who know the game start it; the others are likely to learn very quickly by watching. Special points can be explained as they come up rather than all at the beginning.

7. **Do Not Win Too Often.** This also applies to losing. Since the games are for diversion, in certain games the element of winning should not enter in too strongly. An entertaining player, and especially the leader, will endeavor to make the game more amusing at times by permitting himself to be made "it," or when the game is too easy, by pretending that it is difficult. Certain individuals can let themselves be eliminated when it is desirable to speed up the game.

8. **Avoid Making People Feel Self-Conscious.** Many games derive their entertainment or fun-value through making certain individuals the "goat." In starting such games, pick for "it" those individuals who will not take offense or be bashful. Plan to work in the more timid persons gradually and casually.

9. **Select Participants Rather Than Call for Volunteers.** This suggestion applies to games which require only a limited number of the group. Many people will not volunteer speedily or without coaxing and this naturally slows up the game. Also, through selecting the participants, the bashful and the less popular individuals are given more opportunity to take part. Announce the name of the game *after* the players have been obtained because otherwise someone will usually refuse to play. People are frequently reluctant to participate when they know what is to be played, whereas they may be more willing to try a new or an unannounced game.

Municipal Rose Gardens

(Continued from page 529)

the hybrid perpetuals should not be pruned quite as hard as the teas and hybrid teas.

The hardy climbers that produce large flowers are not pruned very hard. Each spring cut back only the side growths on the canes which may be kept three or four years if they are healthy and in good condition. Once in a while, tie in a strong young cane to replace an older one. Dead wood and weak growths should be removed.

The small flowered climbers or ramblers bloom best on canes which grew the previous season. As soon as the flowering period is over, cut out the canes which have borne flowers near the ground or down to the place where a strong new cane is pushing out on the older one. Tie a few of these new canes to the supports as they grow. They will produce flowers the following season.

The shrub roses need only to have some of the older canes cut out occasionally to keep the plants in good shape. Allow them to assume their natural habit of growth, removing only dead and weak wood each spring.

Spraying

Give all roses a spray of bordeaux mixture or lime sulphur just as soon as the pruning is completed early each spring. Just as soon as the buds start growing a regular program of weekly spraying should be started and kept up throughout the season until fall. Use bordeaux mixture to keep in check such diseases as black spot and mildew, and nicotine sulphate to control aphis.

Pyrethrum extract sprays seem to discourage rose bugs. Soot from the chimney raked into the surface soil around the roses is also helpful in preventing damage from rose bugs.

Labeling

Much of the value of a municipal rose garden in encouraging the public to plant roses in their own gardens will be lost if the roses are not clearly and correctly labeled. Neat wooden labels eight or ten inches long and two inches wide,

painted a buff color and lettered with green paint, make a good label. They should be attached to strong iron rods three feet long. Place them in the beds so that they stand eighteen inches above the soil.

The Public Library in the Program of Leisure Time

(Continued from page 531)

fourth and last category of hobbies) says: "To certain types of minds study is the most fascinating pursuit in the world. An education is not necessary. By this means you can educate yourself. Thousands of men have done it, some of them becoming world authorities in their subjects." Ten years ago libraries began to give especial attention to the self-student. Now there are over fifty public libraries with specially qualified readers' advisers on their staffs whose job is to give unhurried, sympathetic, and confidential hearing to any individual with a desire for a self-study program, to help him map out such program or reading course, and to continue to act as his individual adviser and consultant as he goes through the various stages of his self-study course.

Unlimited courses of study. Most of the applicants to such readers' advisers want general cultural background, a reading course to compensate inadequate formal education, general brushing up and study to keep apace with their world. The study topics of others range from rabbit raising to the Einstein theory. A person's range of study is not limited to the courses offered in local classrooms if there is a good library with a readers' adviser in town. Even the readers' adviser is not a downright necessity. Most public libraries of any size are interested and informed enough in this broadspread emphasis on informal education through reading to provide some readers' advisory service with their existing trained staff, even though their budgets do not allow the employment of an extra person for this service.

Education becomes recreation. In Section IV on "Learning things" in Mr. Calkins' "Finding list" he says: "After all you have two of the three requisites of education, books and your own observation. The only other one is guidance—that is, a teacher. In study followed as a recreation you supply the guidance; you educate yourself." It is exactly here that the modern public library may make a contribution to recreational study that perhaps will not be made by the formal classroom; the library supplies guidance *to* the books. From there on "you educate yourself." That allows the recreational element to be preserved. It is informal education, a type which sustains enthusiasm and develops initiative in the learner.

It is hoped that this sketchy catalog of library resources will suggest to planners in the leisure-

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"We have enjoyed the magazine very much and feel that it is of value in programs such as ours." Louise Goodyear, Girl Scout Peace House, Buffalo, N. Y.

"Your magazine has been recommended to me by the State Department of Education." F. A. Bell, Supt., Amador County Schools, Cal.

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time and recreational fields that libraries should be called on and drawn into these activities more and more. The library is perhaps too often associated with the cloister and the task-like school in the public mind and it will be more appreciated and used as reading comes to be thought of as recreation rather than a chore. The modern librarian is ready and anxious now for this change, anxious to get into the developing life of the community. The more demands made on him in the leisure-time and informal education fields, the more reason and incentive he will have for expanding his service in those directions.

An Old-Fashioned Valentine Party

(Continued from page 535)

A Valentine Menu:

Hearty Helping (Creamed Shrimp in Heart Timbales)
Cupid's Relish (Olives)
Pan's Delight (Hot Biscuits)
Juno's Hearts (Heart shaped cookies)
Love Potion (coffee)

"Backward, turn backward, O time in your flight
Take us back twenty years, just for a night,
Bring back the joys that we once used to know,
Bring back the scenes of two decades ago."

New Trends in Park Planning

(Continued from page 539)

while they are still alive. Why wait until a man is dead before you honor him? University City, Missouri, has a park named for every one of its former mayors, named while the man was still alive. This movement should be encouraged.

These are only a few of the present day trends in park planning. The discussions of the past few days before this Institute have brought before you many others, some of greater importance than those mentioned here. That new tendencies are numerous is but proof of the rapidly changing conditions of the times; the necessity for all park men to be alert for new solutions to these new problems is vital.

A County Recreation Exposition

(Continued from page 540)

Y.W.C.A.; Westchester County Air Pilots Association, and the Animal Protective League, Archery Association, Choral Society, Camera Club, Drama Association, Park Commission, Recreation Camps, Trails Association, Badminton Association, Miniature Aircraft Association, Philatelists' Association of Westchester County, and the Westchester Workshop.

The following recreation commissions were represented: Eastchester, Elmsford, Hastings, Mount Kisco, Mount Vernon, North Tarrytown, North Castle, New Castle, Ossining, Port Chester, Tarrytown, Valhalla, White Plains and Yonkers; and the Mamaroneck Adult Activities Council.

A Field House 100 Percent "Play-full"

(Continued from page 544)

from the same source. The only cost for material was that involved in hauling.

Everything on a playground should suggest the thought of play and should contribute to it. Much of our standard building design and construction does not do this and often impedes play. This is the reason for much of the rough treatment which so many buildings receive.

Many of the most effective playgrounds must be located where land is valuable. The type of construction described supplies two or three story space and keeps the building "low and inconspicuous," a requirement for many buildings, among them the recreation buildings in Central Park, New York City.

New Publications in the Leisure Time Field

The Challenge of Leisure

By Arthur Newton Pack. The Macmillan Company, New York. $2.00.

MR. PACK'S book is indeed a challenge, and everyone interested in the leisure time field will be grateful to him for presenting the subject in so thought-provoking and stimulating a way. Mr. Pack points out that leisure is no mere by-product but an end in itself to be developed fully and constructively as a creative impulse and opportunity. He emphasizes the possibilities which lie in increased leisure and its use in connection with agriculture, nature, sports, the arts, literature, education and human relationships. He takes a stand for wide guidance and direction of leisure. "Its mere existence is not enough." He pleads for a conception of leisure which will give it "some undiscovered social value and economic value in terms of human living." "Leisure," he says, "is an indispensable part both of economics and social existence—it is the greatest of all the challenges to the leaders of civilization."

Fun O' the Fair

By Kenneth Grahame. J. M. Dent and Sons, London. E. P. Dutton and Company, New York. $.50.

THOSE WHO FOLLOW the wandering trails in the caravans which play so important a part in the little village fairs of the countryside of England, are delightfully described in this booklet. And the amusements which make up a country fair are so alluringly enumerated that the reader has indeed lost the spirit of youth who does not wish he might share in this feature of spring in England.

The Wise Choice of Toys

By Ethel Kawin. The University of Chicago Press. $1.00.

THIS exceedingly informational booklet is an outgrowth of an exhibit of toys held last year under the auspices of Marshall Field and Company of Chicago and the University of Chicago. Toys were grouped in the exhibit primarily on the basis of their use or function. The exhibit was accompanied by lectures and by consultation with a child psychologist. At the close of the first exhibit numerous requests were received for copies of Miss Kawin's lectures and to meet this demand an arrangement was made with the University of Chicago Press for their publication. The lectures deal with the wise choice of toys, their classification according to developmental powers along certain lines, play materials for arts and crafts, and personality needs.

Nature Chats

By John Harvey Furbay, Ph.D. Science Press Printing Co., Lancaster, Pennsylvania. $1.75.

HERE is a chronicle of nature's year, presenting fifty-two essays—one for each week of the year. With its extensive appendix containing outlines and suggestions for practical nature study during each season, it is an excellent guide for teachers, Scout leaders, recreation workers and all who wish to know the out-of-doors. "Nature study is not merely the finding of facts and learning of names. It is in the last analysis the finding of life itself, and its true meaning."

Art Adventures with Discarded Materials

By Evadna Kraus Perry. Wetzel Publishing Company, Inc., Los Angeles, California. $2.00.

"IN the trash box and rag bag lie thrilling adventures and unsuspected happiness," says the author in her preface. And in proof of her statement she describes many fascinating things to be made from newspapers and wrapping paper, magazine advertisements, paper bags and flour sacks, old stockings, cardboard boxes, tin cans, scrap lumber, spools and other old materials. Miss Perry's book comes at a time when it can be used to the greatest possible advantage.

The Design of Residential Areas

By Thomas Adams. Harvard University Press, Cambridge, Mass. $3.50.

THIS book is Volume 6 of the Harvard City Planning Series, which deals with various phases of man's arrangement and use of his environment. It is in two sections, the first of which discusses basic considerations which affect developments of land for housing in all urban areas, the other dealing with broad principles and methods of design. Commenting on the section devoted to basic considerations, Mr. Adams states: "I think too much research in city planning has related to mere fact finding regarding existing conditions and to attempts at working out projects that accept these conditions as inevitable without inquiring as to whether it would not be better to ignore them because of their false foundations." The section dealing with principles and methods of design contains detailed discussions of such questions as elements in the neighborhood plan, lot costs and home neighborhood patterns. One of the factors discussed is the amount, types and distribution of public open spaces. "The total area of the general park system should not be less than 10% of the total area of the city." In discussing the neighborhood plan, however, it is estimated that "as an ideal arrangement not less than 15% of space should be kept open in parks and playgrounds, 10% being provided at the cost of the community at large and 5% contributed by owners for local use in residential areas."

Among the various questions discussed are the relation between open space and block planning, interior block parks and the general park system. The many plans and illustrations and the carefully prepared index add to the usefulness of this volume which, in view of the nation-wide interest in housing developments, should be of interest to thoughtful recreation workers.

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Stamp Collecting.

By Henry Renouf, Little Book No. 14. Leisure League of America, 30 Rockefeller Plaza, New York. 25¢

In its fourteenth publication the Leisure League of America has taken up a subject which is close to the hearts of many individuals. The appeal this hobby makes to all the world, may be due to the fact that "it helps to satisfy that yearning for the unknown, that longing for strange and far away places which so few of us can ever satisfy." Whatever the basis of its appeal, stamp collecting has been going on for over ninety years, as the author points out in a chapter entitled "In the Beginning," which gives an interesting history of the development of the hobby. Other chapters deal with "The Background of Collecting," "Our Accessories," "Specializing," "Identification," "So-Called Technicalities" and "Definitions." There are a number of unique illustrations. Every stamp collector will want this booklet.

Achievement Scales in Physical Education Activities —For Boys and Girls in Elementary and Junior High Schools.

By N. P. Neilson and Frederick W. Cozens. California State Department of Education, Sacramento.

This study represents an important addition to our present set of measuring instruments. There is constant need with the changes which have taken place in the program of physical education, for more accurate information about the capacities and abilities of pupils. The study was a state-wide project in which more than 79,000 boys and girls were tested in various events. Part I is devoted to a discussion of the classification of pupils and instruments for giving the tests; Part II deals with achievement scales for boys and girls, and Part III with suggestions on competition and techniques used in the construction of the scales.

Board Members' Manual.

Prepared by the National Organization for Public Health Nursing, Inc. Published by The Macmillan Co., New York. $1.25.

In line with the growing interest in the education of volunteers, including members of boards, is the "Board Members' Manual" prepared by the National Organization for Public Health Nursing. The purpose of this publication is to serve as a handbook of reference for boards of directors of non-official public health nursing organizations. A feature of the publication is the attention given to affiliated health groups such as the Red Cross and the medical profession. There are chapters on the following topics: Fundamental Principles, How to Organize, The Association, Officers — Qualifications and Duties, Committees, The Board and Finance, Board Meetings, Developing Rural Nursing, The Board's Relation to the Staff, Regulations of Service, Relation to Medical Profession, Relationship to National Organizations. The appendix includes among other things an outline of training institutes for board members. The book contains a bibliography for reference reading and an adequate index. The introduction was written by Dr. George E. Vincent.

Call to Adventure.

Edited by Robert Spiers Benjamin. Greenberg Publisher, Inc., New York. $2.00.

Boys and girls from ten to eighteen and possibly older ones, too, will find keen pleasure in these true tales of adventure set down by the men who actually experienced them. Among the tellers of the tales are such well-known names as Zane Grey, Lowell Thomas and Commander Frank M. Hawks. In all twenty adventurers have given us stories of the fascinating things they have done.

Enjoy Your Museum Series.

Edited by Carl Thurston. Esto Publishing Company, P. O. Box 46, Pasadena, California. 10¢ each.

This delightful series on sale at many of the museums of the country is rapidly growing. Fifteen books are now available covering a variety of subjects, among them the following: *How I Make a Woodcut*, by Rockwell Kent; *Casts of Great Sculpture*, by Lorado Taft; *Indian Pottery of the Rio Grande*, by Mary Austin; *American Furniture of the 18th Century*, by Walter A. Dyer.

Must A Nation Plan?

A Discussion of Government Programs by Benson Y. Landis, Association Press, 347 Madison Avenue, New York City; $2.00 cloth, $1.25 paper.

Discussion groups in our schoolhouses and in our community centers necessarily will be considering various phases of the United States Government program; the reason why various policies have been adopted. The problem of recreation is so inclusive that it is fairly essential that recreation workers should stick pretty close to their own field. At the same time, as citizens in contact with many other citizens, they most earnestly desire full information as to what their government is doing and the reasons for the courses of action taken. Dr. Landis' book is well written, is easily read, will help each reader to be more intelligent about the present-day world in which he is living.

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We Could Eat

"I COULD EAT" has been said many times in many places. In our recreation centers leaders sometimes forget how often the words are used "I could eat." The country over, bread is not broken commonly in the recreation center whether the center be a school building or a special community building.

And yet eating together is one of the earliest racial forms of recreation. Children have always arranged their little parties together where there was a sharing of whatever food they had been able to forage.

Think for yourself of childhood days. True there were times when you were lost in your play and came reluctantly to meals. Yet how clearly you remember the crackers and cheese at an auction, the dinner under the apple tree for the threshers, the scalloped oysters at the church supper. Perhaps all you remember of the wedding you attended as a small child is how good the food tasted—even if the children were put off in a corner with a table to themselves.

Somehow awkwardness, loneliness disappeared and satisfaction and contentment and oneness with the world came as you ate together as little children. Perhaps you men of eighty remember the class of young men of seventeen you met with once a week to eat baked beans together. Nothing could possibly taste as good as you remember those beans to have been. Part of the remembered joy of real camping is in the communal preparing and eating of food.

Now confess—shamefacedly if you are that way—that what stands out most in the memory of that sail in and out of the Maine islands all day long is the smell of the clambake at the end. True the lights and shadows and the live sea on that day are remembered still, but the memory is keener because perfect peace came as you ate together at the end.

The day you slipped away at dawn and brought back enough black bass for breakfast. The fish you caught from a rock overlooking the ocean and broiled and ate without leaving the rock. The coffee and bacon at the top of the mountain with your little fire in the crevice in the rocks. Be not disdainful of the simple joy of eating together. Remember always that eating is one of the oldest forms of recreation and simple food eaten with friends is often longer remembered than the most expensive banquets.

Twenty-eight years ago, in 1907, a young man visited the South Park Recreation Centers of Chicago and one of the things that stood out then and that stands out now in memory is the joy of friendly groups eating together in those centers. The fireplaces we provide in our outlying parks to give groups opportunities for picnic meals together make wise provision for a deep human need. In the recreation systems the elemental human needs should ever be remembered and always men and women will be saying "I could eat."

HOWARD BRAUCHER.

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So You're Going to Have a Hobby Show!

Well—we've had one—and this is about what you may expect!

By GERTRUDE G. HUNT
Council of Social Agencies
Buffalo, N. Y.

BOXES, BASKETS and bundles of all shapes, sizes and descriptions poured into Elmwood Music Hall in an almost endless procession. Each package, large or small, held somebody's precious hobby. Paper wrappings, string and excelsior lay ankle deep in many places on the floor. Excited exhibitors and anxious sponsors joined forces in futile attempts to hurry deliberate, plodding carpenters and electricians who were putting the finishing touches on the first—allegedly annual—Buffalo Hobby Fair.

A quick, rapid scanning of the much thumbed typewritten sheets containing the plan of procedure was reassuring. Every detail seemed to have been perfectly thought through. Every possible contingency, apparently, had been anticipated. Committees formed six months before by the Leisure Time Division of the Buffalo Council of Social Agencies were diversely representative and manifestly competent.

The advisory committee, composed of two hundred prominent people, represented every civic, social, religious and educational group in the city. The executive committee was composed of men and women who were recognized leaders and authorities in their individual fields and included social workers, merchants, teachers and industrial leaders.

Surveys of civic recreational resources and needs had been carefully made and studied. Reports had been sifted and revised into plans minute in every detail. Duties had been definitely outlined and delegated. In fact, you reflected, as you poured over your voluminous agenda, the ground work had been surprisingly well laid. Yet now that the Hobby Fair was actually under way, everything was resolving into a thrilling, exhilarating chaos!

The committee had set aside Sunday for the installation of individual and organization exhibits. Folks who have jobs are free on that day to spend many hours tenderly arranging their hobbies for display. Folks who do not have jobs find it a dull day anyway, and then, too, it is good to work shoulder to shoulder with those who still draw pay envelopes. Obviously the two classes do not meet on week days. But there was another advantage, still, in working on Sunday. On that day, capable, trained workers from organization offices were available as volunteers for almost any type of work involved in setting up such an exhibition. So, on Sunday we worked—and a memorable day it was, moreover.

Mr. and Mrs. Exhibitor, their sisters, their cousins and their aunts, worked like beavers from sun-up to sun-down, hanging stamp frames, coin cases, erecting doll houses, unpacking airplane models, sorting out match box labels and playing cards or arranging in dress parade china elephants and miniature figures.

Monday had been reserved for the installation of commercial exhibits. Because money is still our only medium of exchange, despite our attempts to revive the barter market, and because some medium of exchange is just as necessary to the success of a social project as it is to a commercial enterprise, seventeen booths had been sold to leading merchants. However, all booth contracts stipulated that displays were to be used for advertising purposes only. Price marks and floor sales were entirely taboo. Nor did this ruling dampen one whit the enthusiasm of the merchants. More than one assured the energetic commercial chairman that whether he benefited financially or not he was glad to lend his moral and financial support to any project which might help to dispel the chronic depression gloom which seemed to cloak our city.

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A pre-view for the press and the friends of the exhibitors was scheduled for seven o'clock Monday night. Sleep was snatched at fleetingly, some time after midnight Sunday. Back on the job bright and early Monday morning, the exhibits chairman and the diminutive executive secretary, with the publicity agent dogging their heels, flew furiously about the dim cavern, popularly misnamed the Music Hall. Lights must be held in reserve for the sake of economy, it had been decided.

Procrastinating amateurs and organizations were still tacking up crocheted bed-spreads, polishing copper trays and "rubbing down" wood inlays, when the commercial exhibits arrived. Fears began to beset everyone that all would not be in readiness for the appointed hour. The air was full of noise and confusion.

"Mr. Mosher," someone wailed, "you promised me a locked show case — "

"Yes, yes—what number is your booth?" Then you heard a despairing masculine voice, "Guard! Guard! Where in Sam Hill is a guard? Thirty-five men on a job should mean at least five in every aisle. Never can find one when you—Here Peters! Bring a show case to number 57. Move that screen out first."

Then quickly the voice moved on. "Sorry, Mr. Baker. That back wall in your booth still looks like a second-hand variety shop. Move that portrait into the center. Mount those two large trays on each side. There! That's better. Study for balance, proportion and artistic effect."

An exhibits chairman must be an organizer and an artist, but above all he must be a diplomat!

Everywhere one sensed a silent, yet vibrant, urge to hurry — hurry. You glanced up at the clock on the balcony. It was four o'clock, only three hours to go! The sporting goods dealer was still arranging golf balls in little triangle frames.

For the fourth time little Laura Salisbury was rearranging her match folders. They were on cards in series from restaurants, railroads, steamship lines, summer resorts, beauty parlors, and drug stores. One precious lot had come from airplane companies.

Miss Heberlein plunged a testing finger into the water in the jars which held her snails. The hall is cold, but not too cold for those queer, spineless mollusks which she raises from spawn. For years she has studied their ways and habits and she knows just which varieties can live compatibly with her young nephew's goldfish.

Old Mr. Camehl lovingly holds to the light an old Venetian glass wine jug and rubs off an imaginary finger print. The Neighborhood House is still working on the intricate wiring on its marionette stage. Feminine friends of the Boys' Club have come to their rescue at the last minute. They are industriously stitching away on lace curtains for the workmanlike doll house with which the boys hope to attract their sisters' attendance at the club this winter.

Will anyone ever be ready, you wonder. Weary and anxious you pass the ship model booth. That huge sailboat overshadows the little clipper ship. Must tell Mr. Mosher about it, but you can't find him. You speak to the old sailor who is still puttering over his model of the Morro Castle, which he has hurried to finish in time for the Fair. It is made from orange crates that the grocer gave him and from bits of old wire and nails which he picked up along the street. He agrees with you about the misplaced sailboat and awkwardly but cautiously he maneuvers the offending top-heavy craft into the background.

You pass the bookbinding booth. There is kindly Mr. Donnigan with his equally amiable

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Courtesy Hobbies, published by the Buffalo Society of Natural Sciences Photo by Lane

wife sitting with folded hands beside the amateur bindery which they have made for the Fair. They are ready. They have been ready for days and now they are waiting patiently to capture the fancy of some groping mind that restlessly seeks an outlet for pent-up creative energies and a release from pressure either of too much work or too little.

"'I quarrel with no man's hobby,' said Sir Walter Scott to his contemporaries, and more than once does he speak of 'the pleasure of being allowed to ride one's hobby in peace and quiet.' That hobby-riding is no modern sport we do well to remember in this day and age. 'I never pretend to be above having and indulging a Hobby Horse,' confided Madame d'Arblay to her diary in 1768." *Anne Carroll Moore.*

Years ago Mr. Donnigan suffered from too much work. He remedied the evil by taking on still more. But the new work was play—at least that is what he calls his bookbinding. He owes his life to it, he says, and now he wants to pay his debt. He is glad to come to the Hobby Fair even if it is the busiest season of the year in his business. Perhaps, he says, he can catch another man who is about to crash against a wall of futility and turn him back to the road of peace and serenity via the bookbinding route.

Then you remember that you have promised to see Mrs. Howard and persuade her to attach identifying stickers to every piece of furniture in the doll house she has made. Patiently you explain again and again that the insurance company insists upon an itemized list of every article displayed by each exhibitor. And each piece must carry the exhibitor's number on a sticker, if it cannot be numbered otherwise. Mrs. Howard still does not see how she can put a sticker on the little silk coverlid on the miniature bed. You take time out to show her how easily it can be done. Satisfied — or exhausted, you scarcely know which—she accepts the small gummed labels from you and resignedly starts to work.

"Mr. Murphy of the *News* is here, Mrs. Hunt," says the guard who has just located you in aisle four. Heavens! He shouldn't be here for two hours. You haven't yet divided, even mentally, the dramatic news notes which should be allotted to each paper. Well, first come, first served and Mr. Murphy is here! You meet him in front of the Ukrainian booth. He has spied those altar linens arranged on a miniature altar, surmounted by glowing brass candlesticks. In his eyes, as you watch, skepticism born of long experience with advance publicity prophecies, slowly gives way to credulity. He darts across to the woodworking booth. Fourteen different kinds of wood, all in natural finish, combine in elaborate designs of national emblems and heavenly bodies to form a remarkable table top.

Suddenly he sees Rose Curran's soap carvings. She spent hours yesterday and today, trying to rig up a light which shines from behind them, bringing out their delicately carved outlines until they resemble ivories from some royal cabinet or art gallery. Next to these are the painted soap models young Jimmy Hansen has made. They look like the quaint Breton wood carvings that summer tourists bring back from France.

Across the aisle Ralph Dodds is still trying to achieve a western reservation effect with his vividly startling Indian war bonnets. His mother is helping him. As a boy, she has told you, Ralph was fascinated by all Indian lore. When he rebelled against a higher education, after his high school days were over, she wisely encouraged him to go west. There he lived with the Hopis and the Pueblos for two summers. He studied their tribal customs, legends and traditions. He learned the significance of each part of the native costume and became skilled in the art of making them. Now, many years later, he is a salesman for a wholesale hardware merchant but he still spends his leisure time making Indian war bonnets and accoutrement. He sends to the far Northwest for the feathers of the white eagle, the only plumage that will withstand strong bleaching processes and retain the pliancy so necessary for these primitive head-dressings.

The veteran reporter looks at you in amazement. "I didn't know it would be anything like this. Thought I would just stop in on my way home to dinner." You feel a guilty sense of inadequacy about the advance publicity. Apparently you have failed to give even the papers an idea of the magnitude and beauty of your undertaking.

"Where is the phone?" and in silent chagrin you lead Mr. Murphy of the *News* to the telephone. He sends in a hurry call to the desk for a photographer. Perhaps you should warn the other papers of this premature call from the *News*. They, too, have been loyal contributors of space for three months. You loiter hesitantly near the telephone while Mr. Murphy returns to the still provokingly dimly lighted hall.

It's nearly six o'clock. The guards are sweeping up the last vestiges of litter. If only the lights could be turned on now before the scheduled hour for the pre-view. Strangely, seven o'clock now seems such a long time to wait. One extra hour of illumination can't run up the electric light bill so very much. But seven o'clock, you stoically reflect, was the time agreed upon and the special invitations assured the recipients that they should be the first to view the spectacle in all its glory.

It's still an hour to go. Things seem very quiet. An hour is sixty long minutes, you rationalize a bit, and guests will probably straggle in anyway. Just one good, satisfying look around before the crowds arrive would be heavenly.

Suddenly and opportunely the little dark-haired dynamic secretary literally flies into your line of vision, and you know you are not going to wait another minute for the longed-for glimpse. Frantically you hail her. "Mrs. Block—could we—oh, wait just a minute—I must ask you—the lights, could we—" you jumble out the words unintelligibly. But as she scoots around the corner you realize she is headed for the custodian's office, determination throwing sparks from her tiny heels. Over her shoulder she shouts back at you.

"You don't think I'm going to wait either, do you, to see this show?" Together, on her return trip from giving the necessary order, you rush into the auditorium. You face the main aisle. There is a blur. Someone shouts, "Lights!" and a greater achievement than anyone on the committee had dared to hope for stands brilliantly revealed before your eyes.

Presently a flashlight bulb lets go in the west aisle. You rush over to discover the *Courier-Express* photographer inserting a fresh plate in his camera. He sees you and asks to be directed to some more good takes. As you lead him to a miniature stage-coach, delicately perfect to the smallest detail, another flash occurs nearby. Someone explains that the *Times* photographer is working.

Good old grapevine! It's on the job again and your publicity worries are over. The papers, like all naturally curious human beings, have come early, they have seen, and they are completely conquered. In other words, from that instant the first annual Buffalo Hobby Fair was officially "on."

Relaxing, finally, you realize that what had seemed to be confusion and chaos had been merely plans materializing into order and completeness. Ideas and ideals that had motivated the entire project were in actual fruition before your eyes. Any doubts you may have had about the practicality, the expediency and the soundness of the great effort were instantly dispelled when you saw the pride glowing from the face of every single exhibitor. The possibilities of inspiring and stimulating a civic interest in constructive leisure-time activities seemed limitless when you viewed the art, the skill and the workmanship displayed in the exhibition.

That there is everywhere a searching hunger for "something interesting to do" was bountifully demonstrated by the milling thousands who came every day and lingered for hours over each exhibit. That this hunger was immeasurably appeased was evidenced by the exhaustive questions flung at the information booth, set up for the express purpose of giving every possible aid to embryonic or potential hobbyists.

That there is a rare bond of fellowship existing between people of kindred interests has been proven by the noticeable growth of membership in every organization that participated in the Hobby Fair. On every hand one saw concrete signs of a new born or revived sense of dignity in labor. Craftsman acknowledged craftsman. The neophyte in one booth humbly deferred to the superior skill of the master in the next. Instantly a mutual exchange of ideas, suggestions and knowledge took place.

But more gratifying still was the fact that among the tired, exhausted committee members, fatigue, disappointments, discouragements and petty frictions dissolved into a unifying nothingness. The social worker said, "thank you" to the merchant. The merchant said, "Be sure to invite me to serve again next year." The industrialist said, "I've learned a lot about workmanship." The educator said, "Teaching is a thrilling job, after all." The Junior League member who manned the information booth during the entire week of the Fair said, "I've learned a lot about people and I like them, too." And the exhibits chairman said, "My feet ache horribly, but now next year—"

So you are going to have a hobby show. Well—why delay?

"Significant words and creative ideas can always be trusted to make their own way in the world. Let no one then presume to choose for another the hobby he shall ride whether for a season or a lifetime."—*Anne Carroll Moore.*

Correlation of Public and Private Agencies in the Recreation Field

By
WILLIAM G. ROBINSON

Someone must worry about problems of correlation, but not this young patron of Oklahoma City's parks!

WHAT I have to say to you today is not an arraignment of public versus private agencies. There is just as much evidence of need for the correlation of agencies in the private field and in the public field as there is between the two fields. Moreover the whole problem of relationships between adult education and recreation should be worked out in the public field. In the private field there is certainly competition between agencies for the loyalty of certain groups, and there is a lack of understanding or agreement as to ideals, objectives and methods. So I believe we can to advantage think for a large part of the time about correlation in general.

In the field of recreation the problem of correlation is not one which is concerned with the present emergency alone. Of all forms of social work the one that seems surest of increasing in importance is that which has to do with the field of off duty hours. Every indication points to the increase of these hours for all elements of our population and to the increasing recognition of their vital relation to case work, health and delinquency, and to normal growth and the attainment of a life worth living. What the present depression has done is to reveal the common ground of all recreation programs as a necessary supplement to relief, as a weapon against mental disintegration, and as a builder of courage and morale. It has made imperative a mutual understanding among recreation agencies if the most advantage is to be gained for future service.

Lack of Understanding Natural

What lack of understanding there is between the public and private field is perfectly logical both from the standpoint of human nature and of social development. It parallels the history of other fields of social work—health, relief, even education. Some public provision for recreation is found far back in history. The peasantry had their commons for games and dances when the nobles had their tournaments and troubadours. But for a long time it was the rich who in their homes, their schools, colleges and their clubs, found the facilities and leadership which money could give and leisure could enjoy. Then came the development by which those not so wealthy could have some of these advantages in the semi-public or privately supported organization with some membership fee. When I grew up in Williamsport, Pa., the only gymnasiums in the town were at the Turn Verein and the Y. M. C. A. and the only swimming pool and director of physical education in the Y. M. C. A. Now the public schools provide those facilities and that leadership in Williamsport for every boy and girl, supplemented by summer playgrounds.

There was the stage, too, of providing for the most needy in the community, we see this in the sand piles in the Boston church yard, the playground apparatus at Hull House. As the advantages of these provisions in the physical, mental and social life became more and more apparent, they were demanded for all. They

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have been secured to a greater or less extent for the large majority of children in our school systems and for an ever increasing number in the playground and recreation systems. Since the war there has been a steady growth of similar provisions for the adult in his unemployed hours with the variety of activities steadily increasing from the physical to include the multitudinous interests of the arts and crafts, music, dramatics, social and informative.

The process of transition, I think, is exemplified just now more in the camping field than any other. There have been many camps for the wealthy boy, some for the boy who could afford to pay most of the cost, a few for the children of the poor. As the appreciation of the value of a return to the ancestral environment and of education in nature lore and the social quality of camp life has become more general, we are hearing a growing chorus of educators advocating camps as part of school equipment and an increasing number of cities and states adding them as part of their recreational facilities. The report of the Hoover Committee on Social Trends has emphasized this movement toward increasing public responsibility for social welfare functions as for instance, "The general trend is undoubtedly in the direction of a recognition of the school as society's chief agency for the care and protection of children. The definition of public education is being broadened every year."

Now in such a transition as this there is bound to be some difficulty in adjustment—difficulties from the point of view of agency loyalty, from problems of personality, lay and professional, from lack of understanding of objectives and procedure. It is not easy for a Y. M. C. A. to give up an industrial league or a settlement house to turn over a playground; but it is not easy for a public recreation board to see why the Y. M. C. A. or the settlement house should not be glad to turn its money and attention to other needs not yet sufficiently demonstrated to warrant public operation. There is mutual criticism and jealousy as these problems of transition come to be worked out in given localities. In such instances the workers in the private field are apt to call the workers in the public field ignorant and politicians; the latter retort with "hot air artists" and "high hat;" while each objects to the exaggerated claims of the others. And there is enough truth in some localities for all the charges! For the public field all I can say is that there is a growing number of cities where professionally trained workers are carrying on independent of political control.

I shall not enlarge on these differences. I mentioned them in order to let you know I realize they are there and to make sure that this discussion shall not be all in the clouds. I speak of them, too, in order to assure you that I think these differences are trivial, local and transient. There is too much that concerns us as one field of work to spend our time on what divides us into public and private or into a dozen or more agencies.

Facing Facts Together

In the first place I believe we should face together the fact of transition and meet it together. We should accept the principle that when the nation or the community as a whole is convinced that all of its members need a certain service, whether it is police, garbage collection, education or recreation, the economical and effective way to furnish that service is through our local, state and national governments. As long as we believe in democracy we must accept that principle. But the principle is not simple of application. There can be no definite drawing of lines of demarcation in the field, conditions vary from city to city. Nowhere is the leisure time field being covered by all the existing agencies, public and private together.

That is the first big broad fact we must unite in firing back at those groups talking about duplication, overlapping, etc. These charges are the result of our over-claiming of fields, not of our over-working them. You know the figures secured on the Cincinnati playgrounds, that 94 percent of the children attending belong to no private organization; the figures from the Welfare Council Study of 87,000 Brooklyn boys showing only 18,000 reached by boys work agencies; the statement of Dr. Sheldon Glueck on the study of delinquent boys in Boston to the effect that nine tenths of these boys, upon careful examination into their life histories, were shown

Mr. Robinson, who is a district representative of the National Recreation Association, presented this paper before the delegates to the Ohio State Welfare Conference on October 12, 1934

to have spent their leisure time definitely harmfully, and three fourths of the group had never once in their lives been associated with any organized recreation group, boys club or any such organization for the wholesome use of leisure. A recent survey in Roanoke showed only 20 percent of school age, 30 percent of age 18 to 24 and 8.6 percent of adults reached by any leisure time agency and noted that the services were most meager in the submarginal areas. None of us need fear being crowded out of a job in the near future, and this applies to the field of activities as well as to participants. The extent of the field of interest to which boys and girls, youth and adults, will respond has hardly been explored in most of our programs.

With this view of the vastness of the opportunity and the wide variation of local situations, let us tentatively examine some other possible questions of relation between public and private agencies. A comparatively recent survey in Flint stated "private recreation activities have for some time made claim to two qualities, namely, that they were experimental and that they were character building. There is a diminishing place for private recreation activities, just as activities. Progressively public taxes and cooperative finance may be expected to furnish more and more of this type."

This is one way of expressing the idea that the large group activities, particularly the physical, are now too widespread in their demand for facilities and leadership to be operated by any one but the government. The minimum that can be expected of a public recreation organization is the place for, and proper conduct of athletics, sports, large group games and facilities for golf, skating, swimming, picnicking and similar activities. The maximum of a community recreation program is summed up by Eugene T. Lies in his *The New Leisure Challenges the Schools* as follows:

"It should be the aim to serve the people of all ages —children, youth and adults. The service should run throughout the year, not during the summer or some other season only. Many doors should be opened leading to self fulfilment through physical, dramatic, musical, art, handcraft, social, nature and literary activities. Much effort should be made to ascertain the varied desires of people as to the types of things they deeply long to engage in rather than setting before everybody a cut and dried program which they can take or leave. Self participation should be greatly stressed as over against sitting and watching the other fellow do his stuff, although appreciation and enjoyment of things done by others is not to be ruled out of the picture. The program should have an appeal to individuals and groups, to whole neighborhoods and the whole community itself for occasional affairs like pageants, May Days, Holidays Celebration, etc. The program should comprehend special advisory service to homes in reference to play and recreation in families and to charitable institutions, parent teacher, fraternal and civic organizations in the furnishing of ideas, programs and possibly at times also leaders."

Does this leave anything for the private agency? In the first place there are few places where Mr. Lies' program approached realization. In all but the physical field, generally speaking, the community has not been convinced of the possibilities of the recreation program. In many communities the private agencies have the fields of music, drama, arts and crafts as fields

Courtesy Dallas, Texas, Park Department

What all agencies, whether public or private, have in common—the happiness and welfare of American youth

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for demonstration and experimentation. Even where the public department has developed such fields there will always be the need for the smaller, more highly skilled or specialized group to which the public agency cannot afford to give the leadership. In addition there will always be the groups drawn together by mutual ties of religion, social status, racial background or tradition, for whom the public program open to everyone, will afford neither the atmosphere nor the inspiration they demand. The whole field of individual adjustment or case work in recreation is open and almost unexplored, as well as that of the social adjustment of the newcomers to the city and the provision of social and recreation activities for boys and girls together under non-commercial auspices.

The Roanoke study recommended to the private agencies the finding and training of leaders for themselves and the stimulation of public agencies to an appreciation of and the public to a support of trained leadership and the discovery and use of unused facilities and services. A tentative distinction between public and private agencies along these lines is not an admission of fewer qualities of leadership or value in the public field, but a recognition of lack of resources in general for the individual, small group and experimental field.

"The problem of the recreational use of leisure time is so serious and so huge that we cannot hope to meet it unless private and public agencies pool their thinking, studying and planning. In communities where this is being done through leisure-time and recreation councils or subcommittees of the councils of social agencies and being done with a spirit of selfless service, the individual organization gains in strength, and the results are greater than the sum total of the agencies cooperating."—J. W. Faust in *The Womans Press.*

Such general ideas as to relative fields are recognized to a considerable extent. The first plank of a statement by the National Council of Y. M. C. A's on what can Y. M. C. A. directors do about the New Leisure Time says:

"They can put whatever influence they exercise on the side of adequate public provision of educational and recreational facilities. The kind of society toward which we should work is one that would do this as a matter of course. Influence is also needed now to see that developing public enterprises are led and supervised by competent, socially-minded persons.

"They can exercise influence in their own communities in the direction of a reconstructed school education and a program of adult education that helps people to live richly and creatively, both at work and in free time.

"They can join with other societies and organized groups in discovering———the best means of developing standards as to the significance and use of leisure."

Mr. Howard Braucher adds in his bulletin to National Recreation Association members the following:

"The recreation movement everywhere can receive great help if the private agencies will throw their influence squarely for helping to keep politics out of the governmental recreation programs and for trying to secure the highest possible standards in the municial tax-supported program."

Common Problems

Recognizing these general principles of distinction, let us return to the vastly greater and more important mass of common problems —those of cooperation—a word which includes, but is much more then, correlation.

In the first place we need to join in educating the public to the support of recreation and not playgrounds or Girl Scouts or Christ Church Mission. We stand or fall together. The same taxpayer who objects to having any public funds spent for playgrounds objects to having any community fund money go to character building agencies.

Jackson, Michigan closed its Y. W. C. A. two years ago, dismissed its Girl Scout secretary the same year, closed its summer playgrounds and cut its library budget in half. It was lack of appreciation of the whole field, not of any agency. Kalamazoo a city of about the same size has every one of its agencies not only going but growing with more playgrounds last year than ever before and wider appreciation of its leisure time agencies. In this city representatives of the recreation agencies, public and private, including two colleges, have been meeting for three years as members of a recreation council, coming to an understanding of each others program, conducting a survey of conditions and presenting the situation to the community. They did this in an unusual way by conducting a trial of their city on charges of neglect brought by the youth of Kalamazoo. The trial was held in the court room; a prominent clergyman acted as judge, and those who conducted the survey were the main witnesses. Many citizens were given

parts in the trial and the attendance was large. The city was found guilty on definite points and plans for improvements proposed.

This is one example of how the lack of understanding as to philosophy, program and objectives is being cleared up between agencies in many cities under group work councils, character building councils or Education-Recreation Councils.

Cooperation is not being talked about only. It is being practiced. In the national field an Education-Recreation Council including some twenty organizations meets regularly in New York City. In a number of instances all the national agencies in the leisure time field have pooled their services to a city for an experimental period of time. Mr. Lies of the National Recreation Association has represented them all at Erie and at the Oranges; Mr. R. K. Atkinson of the Boys Clubs at certain other cities.

In many cities there are instances of mutual helpfulness. The work of the Los Angeles Councils in connection with juvenile delinquency have been described. At the National Recreation Congress I heard described an experiment in a congested district of Chicago where a study of conditions made by the University had startled existing groups into united action and where a group program of the churches, parks, schools and private agencies, starting with athletics, had grown to meet the needs of varied groups and activities. Among results are standard record keeping, altered procedures, new facilities and an adjustment and cooperation brought about by the specific job to be done.

In Hartford all services of recreation agencies in one section of the city is being directed through the channel of one director of a settlement house.

In Wheeling the Y. M. C. A. and the Y. W. C. A. turned their swimming pools over to the Recreation Department for the use of children from the playgrounds during the summer mornings. In Flint the four private agencies conducting summer camps issued a joint announcement. In Dayton the Recreation Council published a directory of centers of activity with a spot map showing where each was located.

Cleveland furnishes an outstanding example of cooperation between a public and a private agency as well as of the method of transition in the relationship between Hiram House and the Division of Playgrounds and School Centers of the Board of Education. The latter has a budget providing for an evening director and for activities for children beyond school age. Hiram House from its budget supplements this enough to provide a salary for a full-time, year-round director, who lives in the neighborhood, has headquarters in the school building and conducts a continuous year-round program. The settlement house conducts group activities after school hours for the school age groups which are continued by the Board of Education as the groups become eligible for the adult center activities.

After these examples, need I tabulate the possibilities of cooperation and correlation! Let me read again from Mr. Lies, this time regarding the functions of a Leisure Time Division of a Council of Social Agencies.

"Functions—In general the Division should exist for cooperative thinking, cooperative planning, cooperative action. Through close contacts in general and subgroup meetings, the members would become better acquainted with each other's fields and methods of work, with the problems common to all as well as the individual problems of the different agencies. The group would try to see the leisure time situation of the community as a whole also. It would make special studies through committees on important subjects arising from time to time.

"During my study of the leisure time situation in Reading, Pa., early in the year I culled from the minutes of the meeting of the Leisure Time Division of the Community Chest and its boys' and girls' work committees the following important subjects which had been discussed:

1. Distinctive work and provinces of the various agencies.
2. Unfilled leisure time needs of the community.
3. Recreation for problem boys and girls.
4. Neighborhood recreation organization.
5. Qualities of effective recreation leadership.
6. Summer camp problems, including possibility of establishment of a municipal camp and joint use of a summer camp by Y. W. C. A. and Girl Scouts.
7. Provision of Leisure Time opportunities for unemployed youth and adults.
8. Home play.
9. Church recreation.
10. Leisure Time Leaders' training courses.
11. Methods of appeal by different agencies for enlisting participation.
12. Creation of connecting links between prospective high school graduates and community leisure time opportunities.
13. Correlation of work of leisure time agencies with home, school and church.

(Continued on page 594)

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"Teach a Man to Live"

Extracts from an address "Trends in the Reorganization of Government" by Arnold Bennett Hall, Director of Brookings Institute in Washington, at the Citizens' Conference on School Recovery in Pennsylvania, October 10-11, 1934

I WISH we might begin to direct our educational objective along the line of training richer emotions in life. *After all, I think it is more important to teach a man to live than it is to teach him to make a living.* I think it is more important to enrich his emotional life than it is to enable him to make a living under the routine occupations of the day. For after all the making of a living is only a means to an end, the enlargement of the abundant life.

I think all sociologists and anthropologists are in agreement that the real destiny of a democracy and of a people and of a civilization is more to be determined by the emotional life of its people than it is by its political dogma and its constitutional form. And why is that true? Because about ninety-five per cent of our behavior is dictated by emotion and about five per cent by intellectual judgment.

Yet in our school program ninety-nine per cent of our effort is consecrated to the so-called mind and only one per cent for a little art appreciation, or something to try to enrich the joy of living. And after all if I understand what patriotism is, if I understand the dynamic forces of human life, if I understand what is the basis of a rich culture of a great people, its spiritual plane, it is its capacity for emotional appreciation of the intangible things of life, it is the love of beauty, the love of romance, of loyalty, of patriotism; it is the great emotional factor that makes a people what they are, or dwarfs them into human pygmies, if such be their blighted destiny.

I think the time has come when education must accept as one of its fundamental objectives the taking of the fine splendid emotional capacity of youth, guiding them along the lines of cultural suggestion, enriching their emotional life, teaching them the importance of subjecting it to the self-imposed restraints of artistry, but at the same time fanning it until it becomes a great passion of patriotism, of culture, of love of the spiritual values of life. That can be done. But it requires a new objective, a new technique and a new approach.

And when our people are motivated by such a point of view, by a real love of great spiritual value, by a real desire to see them survive in the life of America, I don't think we need to worry so much then about our people being willing to drive out the Army of Occupation; we need not worry about our people being willing, then, to make the adjustment in our government that is necessary, if the American people are to have a fuller and a more abundant life.

"Out of a machine age has come leisure, and leisure to a greater or less degree we shall always have, as a boon and as a problem. And so now as a nation we are trying to develop a philosophy toward leisure, we are trying to create programs for use in leisure time; out of it is coming a demand for leaders of leisure-time activities, a demand for play space. An impetus has been given to the manufacture of all kinds of equipment for use in leisure-time activities. As a nation we are becoming leisure-conscious and as such we shall surely be exploited. Are we going to allow our leisure time to be exploited and capitalized by those who are self-seeking? Are we as a nation going to depend upon commercial amusements and again develop spectatoritis?

"It has been said that 'leisure should not be used to prepare us for harder work but for the average man it should be the time in which he *really lives*. In an hour of leisure we pass from necessity to desire!' It is in this leisure time that we should have the opportunity to do the things which we *desire* to do; time in which to express ourselves, time in which to do creative work, time in which to re-create, in which to play, to practice skills and perfect skills, time in which to make friends, time in which to read and reflect, and time in which to be just lazy."—*Agnes R. Wayman* in *The Journal of Health and Physical Education*, January, 1935.

On the Play Streets of New York

VISUALIZE a street in the congested area of one of America's large cities with tenement houses lining both sides. In these houses are children and adults who go no further than their own doorsteps or beyond the limits of the street on which they live for their recreation. If they are to have a play program it must in many instances be brought to their doorsteps.

The objectives of a play street program go far beyond the mere provision of safe play for the children of congested areas. There is the development of latent talents along the lines of crafts, music and drama; of skills and abilities through games and sports. There is, too, the provision of activities which will have a valuable socializing effect and will help in building up community spirit. And there is the creation of educational interests through visits to libraries, talk on foreign countries and their craft activities, and the making of objects to exemplify the countries the children have been told about.

Organization

Leadership

The most important consideration in a play street program is leadership. The supervisor in charge must have an outstanding personality, as well as training and experience in recreation. The assistant supervisors must also have had training and experience, a pleasing personality and an interest in children. Where possible it is an advantage to have leaders who are versatile in all types of recreation to specialize in some given field. Each leader should have a fundamental knowledge of first aid.

For a program involving twelve play streets it is desirable to have five assistant supervisors and approximately three to five workers on a street, depending upon the number of people participating in the program. Although the setup is elastic, no more than one worker should be off the street at any one time. For a project of this size a secretary, two clerks, a timekeeper and a doctor are desirable.

It is advisable at the beginning to have a two day institute for the workers. Speakers may be invited who are leaders in the recreation field.

Community Contacts

It is essential at the beginning to make contacts with all clubs, social agencies, churches, civic organizations, public libraries and similar groups and to obtain their good-will if the program is to succeed. Such cooperation is a necessity.

Choice and Layout of Streets

A number of factors enter into the consideration of choice of play streets. Among these are such physical considerations as minimum number of business arrangements; the smoothness of pavements, which should be level if possible; whether there are walls convenient for handball, and whether there is an adjacent school without a playground. Among the social considerations are the density of population of the area; whether it is a section having no other play or recreational facilities, or a section where criminal or delinquency tendencies exist.

The following is a sample of a survey of a typical play street:

Pavements in fair condition; few business establishments; no commercial traffic; no other recreational facilities; few walls; good play center.

In making a survey of the street every opportunity should be seized to make contacts with the parents and the children on the chosen street. Their attitudes and response will have much to do with the success or failure of the plan.

The summer of 1934 saw inaugurated in New York City a twenty week program of supervised street play. Twelve streets in densely populated districts were set aside for the experiment which was carried on by the Recreation Department, Works Division, Department of Public Welfare, in cooperation with the East Harlem Council of Social Agencies and in conjunction with the Crime Prevention Bureau. Out of the project has come much valuable information on methods of procedure and technique. This material has been made available in a mimeographed "Play Street Manual" prepared by four assistant supervisors of the Recreation Department—Edward Norton, Walter Thurber, Charles Ward and Carl Schmitt. It is through their courtesy that we are presenting extracts from the Manual, which represents a real contribution to a phase of recreation on which so little practical material has been thus far available.

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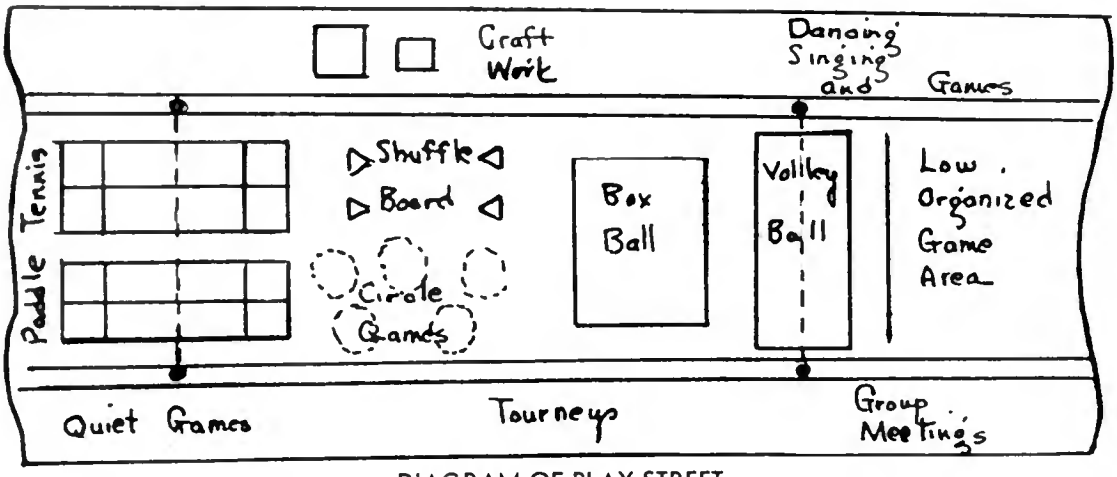


DIAGRAM OF PLAY STREET

After the street has been chosen there are still problems to be met.

Traffic. Where possible the best solution is to rope off the area using several older boys, who wear "A.A.A." bands on their arms, to inquire of incoming vehicles whether they have business on the street. If the answer is negative the boys should request them not to enter the street.

Racial Differences. The problem of racial differences must be handled tactfully. Many of our streets have Negro, Porto Rican, Italian and Jewish residents. With good leaders little difficulty is encountered with this problem.

Religion. If no differentiation is made this condition is solved quite easily.

Opposition from Property Owners. It is advisable to have a conference with the people interested, explaining to them that cooperation will tend to lessen damage done by children when the street is properly supervised.

Marking Off Streets. Each street should be marked off for equipment games in accordance with the materials on hand. An ideal street setup includes two box ball courts, two paddle tennis courts, one volley ball court, two shuffle board courts and five ring games. These courts should be marked off with white asphalt paint.

Equipment and Supplies. The equipment listed in the following paragraphs should be adequate for approximately twelve streets, and if well taken care of should suffice for a six months' program. Some of the supplies, such as bean bag and ring-o-let boards, may be made by the craft department. If this is done the materials required—and it should be possible to secure a donation of lumber—are as follows:

2450 ft. Shiplock — 1080 ft. 8″ x 1⅞″
655 ft. 2″ x 4″ — 256 ea. 3″ discs
1000 ft. 1″ x 2″ — 64 ea. Broom handles
130 ea. 2″ x 2″ Angle irons
200 ea. Lag screws
10 lbs. Assorted nails (6 p. to 16 p.)
5 bxs. 2″ Wood screws — Flanges 2″ in diameter
Tin (galvanized iron) as much as possible — ½″ Water pipe

Total Amount of Game Equipment for Twelve Play Streets

Material	*Amount*
Rubber balls	4 gross
Handballs	8 dozen
Baseballs	8 "
Soft indoor baseballs	16 "
Basketballs	3 "
Volley balls	3 "
Beanbags	32 "
Soccer balls	16 each
Baseball bats	6 dozen
Indoor baseball bats	6 "
Shinny sticks	4 gross
Broomsticks (for stickball)	12 dozen
Checkers	2 gross (sets)
Jacks	2 " "
Marbles	4 " "
Rope (3 strand)	800 yards
Crayon	14 dozen (boxes)
Chalk	16 " "
Paddles (paddle tennis)	12 dozen
Pingpong tables	24 each
Pingpong racquets	2 gross
Pingpong balls	2 "
Shuffleboards	12 sets
Checkerboards	12 dozen (sets)
Quoits	6 " "
Beanbag boards	6 "
Swatters	6 "
Hockey	12 boxes
Ring-o-let boards and rings	12 sets
Bulletin boards	13 each
Tennis nets	24 "

Office Equipment. Aside from the general office equipment such as typewriters, filing cabinets and stationery supplies, it is well to have the following articles:

A file of copies of all bulletins, which should be dated

A bulletin board in the office subdivided for special office announcements and each supervisor's type of activity

A scrap book of all publicity clippings

An office question or suggestion box, and a mail box for each supervisor so that notices may be left for him when he is away from the office.

The Program

A well rounded program of street play should include such activities as:

Dramatics	Exhibitions
Block parties	Hikes and field trips
Special events	Athletic games
Special activities	Tournaments
Arts and crafts	Low organized games
Clubs	Swimming and showers

The following program was found successful on the New York play streets:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2:00	Story-telling Quoit games Jr. and Inter. boys and girls Quoits—older boys	Singing games Jrs. Stories Quoits—older boys	Same as Thursday —new material Library period	Songs—singing Jrs.—games Continue other groups Quoits Stunts, skits older boys	Outing	Outing for Mothers
3:00	Handicraft Jrs. Individual and Team games Older boys and girls Sidewalk games Inter.	Ditto New sidewalk games	Same as Thursday —new games —girls Charades, stunts Dram. games	Handicraft Jrs. Team and circle games Inter. Relays—older girls	Trips in groups to park (Street play)	Organized program on street
4:00	Contest Inter. and Jr. Handicraft Older boys Skits, song, stunts —Jr. girls Team games Volley ball	Jumping Rope Center—girls Simple folk dances —Jrs. Volley ball Team games	Same as Thursday Volley ball Organize teams girls	Jumping rope contest—girls Handicraft— older boys Low organized games—Jrs.	Ditto	Final jumping rope contest Games, Jrs. and Inter. boys Volley ball between teams —girls
5:00	Boys team games League Handicraft older girls Low organized games—Jrs. Wall ball Inter. boys	Same as Monday	Boys League Handicraft older girls Folk dancing Work from singing games to dances	Boys League games Handicraft— older girls Folk dancing Work from singing games to dances	Ditto	Practice for any special dramatic activity that may have been devised during week
6:00						
7:00	Folk dancing followed by group games and story-telling	Stunts, tumbling, etc. Jrs. and Inter.	Games— children groups	Kiddie Karnival	Twilight concert and Social dance	Folk dancing Story-telling
8:00	Wall ball, older boys and others Singing Mothers sewing on costumes	Relays and team games for older boys and others Mothers' sewing	Folk dancing— adults. Preparation of Saturday night program	Neighborhood chorus	Social dance	Impromptu dramatics charades short skits

Each street should organize a mothers', fathers', young men's, young women's, boys' and girls' clubs. These organizations will be very helpful in carrying out the activities of the program.

Some Administrative Hints

The supervisor and his assistants should have one meeting a week—more if necessary—to decide upon policies and advance programs. One important feature of these meetings is to make plans for a recreation week to be held every three months. At this time it will be well to "spotlight" the activities of the program with competitive events such as a track meet or swimming meet for the children from all the play streets. At least once a week a meeting of all leaders should take place when problems are discussed and new games taught.

Dated daily bulletins should be issued with notices of coming events for each street. The leaders should be asked to keep a notebook containing all notices of material given them during the summer. A combined weekly report of the leaders on each street should give the highlights of their daily activities rather than mere statistics. From these reports assistant supervisors write a weekly report, including their observations. The supervisor combines all these reports, including observations from his visits. Finally a

monthly report should be written from the combined data of the supervisor and his assistants.

Wherever possible an individual experienced in dealing with newspapers should be recruited to help in this project. Only human interest stories approved by the supervisors should be offered to the papers.

Activities

Games and Athletics

Only such athletic tournaments should be conducted as can be confined to the street itself without endangering windows and property. A rules committee consisting of the athletic supervisor and a number of the workers should be formed to handle all rules, questions and protests.

The elimination tournament is most successful in many cases as it prevents tournaments from becoming too long-drawn out. The round robin tournament or league system may be used in some games such as box ball, soccer and touch football. For a sport in which there is a great deal of interest tournaments can be run over a period of months. The games which adapt themselves well to tournaments include paddle tennis, box ball, punch ball, soccer, touch football, handball, volley ball, quoits, shuffleboard, marbles and jacks.

Before a tournament is set up the game should be practiced so that the participants will know it well and their interest will be sustained. The rules of all tournaments should be simplified as far as possible. Tournament classifications should include all groups interested. It is far better to run short tournaments to include many classifications than long-drawn out tournaments which will include very few. Age divisions should be very definite to avoid conflicts. The time and place of all games should be stated on the schedules and the supervisors must be made responsible for having all games played off.

Only tournaments requiring a small amount of equipment or equipment on hand should be attempted, for the acquisition and care of equipment are one of the greatest problems of street play. Although each leader is responsible for the equipment he uses, it is important to have one individual responsible for storing it each night.

Athletic meets with a wide variety of events and novelty races may be conducted. Popular events include dashes, relays, jumps, obstacle races, baseball throws, tug of war, and novelty races.

The athletic leaders should be on the alert for new games, and they thmeselves should participate in the games as little as possible, getting the game well started and turning it over to a responsible older boy or girl.

Low organized games should be made an important part of the program as they include large numbers of children and all ages and groups.

If a swimming pool is available, it is highly desirable to make water sports a part of the program. If at all possible street showers should be provided as they are both popular and beneficial and tend to bring children to the street.

The Crafts Program

Arts and crafts should be an integral part of the program. They are valuable not only in developing latent talent and creating interest in hobbies, but in helping to stress other activities, in aiding in the making of costumes, street decorations, stage settings and properties, rhythmic band instruments, and in the formation of clubs. Handcraft activities provide material for exhibits and special days. Crafts clubs may be made responsible for bulletin boards and athletic awards and prizes.

Care should be taken in the selection of projects. Paper mosaic work, for example, is impracticable as the tiny paper punchings are liable to blow away. Shellac must be thinned considerably before application in the open air. There should be a craft department in charge of the program with a competent all round arts and crafts man in charge. One of the responsibilities of this specialist should be to train the street play leader through craft lectures and through the laboratory and project methods which will provide instruction once a week in projects to be given the children the following week.

Among the projects which are appropriate for the street play program are the following:

Various kinds of sewing and needlework; bead pendants, rings, loom made bracelets; paper streamer bowls; crocheted crepe paper objects; artificial flowers; basketry projects; sponge rubber projects; art stone work; tin can

It has not been possible in this article, based on the "Play Street Manual," to go into great detail regarding the program and activities. We have attempted, however, to give our readers as comprehensive a résumé as possible in the space available. It is suggested that anyone wishing further information communicate with Edward Norton, 517 East Ninth Street, Brooklyn, New York.

flowers; stippled tin projects; appollometal ashtrays; paper bead necklaces; crayonexing; cartooning, drawing and painting; decorated vases; square knot projects; mantlepiece boat and airplane models; berry box furniture; whittled wood objects; doll making; oil cloth projects; three-ply veneer carving; soap sculpturing; small clothespin and spool novelties; miscellaneous wood projects.

Materials. To conduct the crafts program suggested the following materials are necessary:

A large supply of cotton, silk and woolen remnants, as well as some muslin; assorted beads and seed beads; picture frame wire; paper streamers; paste, glue and rubber cement; shellac and alcohol; sponge rubber; art stone and natural trimmings; crepe paper of all colors; a large supply of ¾" and ½" white wood, three-ply veneer, and balsa wood rippings; appollometal sheets; wall paper; paints, crayons and newsprints; Belfast cord; oilcloth, soap; assorted lacquers, brushes, etc.

The children themselves can provide such miscellaneous materials as old discarded necklaces, needle and thread, clothespins, cardboard, meat skewers, hairpins, colored magazine pages and string.

The handcraft instructors should have their own kits. The boys' worker, for example, will want a pair of tin snips, scissors, several small pickle jars with tops, several cigar boxes, a few large paper bags, a good jack-knife, a ruler, pencils, a supply of cardboard and other materials he feels are necessary. For the girls' handcraft program the leader will require scissors, several small pickle jars with tops, a number of cigar boxes, paper bags, a ruler, pencils, needles and thread, and similar supplies.

Hints for Conducting the Program. The play leaders must use their ingenuity in finding places for the craft program. If a vacant store is available it is ideal for the purpose. Front porches may be used or if chairs and two tables are available the work may go on on the sidewalk!

Shuffleboard is a game which lends itself readily to tournament uses

The best way for a leader to start his work is to arrange his craft layout on the street with a few finished articles in front of him and then begin working. The children will soon gather around and start asking questions. The rest is easy. The instructor should make inquiries among the children about the things they have made and would like to make. A crafts club may soon be formed.

It is well to carry on all arts and crafts clubs during the heat of the day at periods of not more than an hour and a half each and with groups not exceeding twelve or fifteen children. End a period at the height of enthusiasm and endeavor with the suggestions of the leader to "stop and play a game now."

The children should be allowed to keep one of every two articles they make, one marked with the child's name and play street being turned in to the crafts department for exhibition purposes or other use. The finished articles should be collected at the same time each week. When the articles have served their purpose as exhibits they may be donated to the children's wards of nearby hospitals, to day nurseries, orphan homes and shut-ins.

The leader should be on the lookout for exceptional talent and should report "discoveries" to the head of his department. He will want in many instances to arrange for the further training of children with unusual skill.

A method should be devised for having equipment and material delivered to the instructors once a week. They will be delivered at the same time the finished projects are collected. If the distance from the central office is not too great the instructors may call for their own material. A place should be arranged beforehand for the storing of raw materials and finished objects. These may be stored either according to classification or play streets.

Hikes and Field Trips

Occasional outings are a desirable part of the program but to be fully appreciated they should be limited. One trip a week is sufficient. Trips may be taken to museums, parks, bathing beaches, newspaper and other industrial plants, and to police headquarters.

There should be an adult leader for every fifteen children. Enlist adult residents of the street to help. Tell the children beforehand where they are going and what the object of the trip is. This helps create interest. Field trips may be made by bus, trolley car, train, subway or auto. The great difficulty lies in securing free transportation. It has been found that although free bus transportation is rare in the summer season, railway transit lines such as the trolley and subway are very liberal in granting free rides.

Play Street Clubs

Play street clubs are very important because they help to give each child at least one major interest in street play. Among the clubs which may be organized are general boys' clubs and girls' clubs, crochet clubs, stamp clubs and postmark clubs. On the New York play streets night "Owl" clubs were organized consisting of boys who helped the leaders rope off streets, put equipment away and do other odd jobs. Corresponding clubs for girls were known as "busy bees." An interesting hobby club was one called the "Headline Hunters." The children made a scrap book of half sheets of newspapers laced together with shoestrings in which club members pasted in chronological order the most important headlines of each day's news. This eventually resulted in a complete record of current events in short concise phrases. It proved of genuine educational value to the children.

Dramatics

The dramatics program requires a supervisor in direct charge of a worker from each street whose duties include the provision of suitable material for the street play leaders, the securing of talent for special presentations, and the coaching and supervising of productions arranged for special occasions.

Pantomime, story-telling, dramatic stunts and dancing may be introduced into the program, all carried on informally in front of an adjacent school or church. On rainy days it may be possible to secure a room in the headquarters of a local social organization or in an empty store.

A portable or temporary stage is essential. Sometimes the front of an institution offers a natural stage requiring only settings. Where this is not available it may be possible to secure a truck letting the sides down.

The most popular forms of special entertainment have proved to be movies, pantomime, puppet shows, plays presented by the children themselves, magicians, acrobats and clowns.

Music

Informal group singing using familiar old time favorites, popular songs and school songs may be very successful under a good leader. If the leader starts a song the children will readily follow. Unfamiliar songs will not usually be so successful. If a capable harmonica instructor is available he may be put on schedule in the various streets and clubs may be organized.

Dancing

Simple dances such as the Irish jig and Dutch dances are usually picked up quickly. In this activity, as in singing, it is well to adhere to the familiar. Anything requiring more than the elementary steps will be unsuccessful in the street play program.

Block Parties

Block parties are valuable in promoting community spirit, in bringing adults into the program and in giving publicity to the street play project. Such parties should not be given, however, until the program has been running long enough to win the confidence and cooperation of the residents.

Where there are rival factions or organizations in a street it is inadvisable to attempt block parties.

Plans for a party should be made at least three weeks ahead of time by a local committee with subcommittees, the supervisors serving only in an advisory capacity. Necessary arrangements include securing permission from the police department to close off the street, the roping off of sufficient space for dancing, the securing of a band, and the mimeographing of a program to be given adults. Local residents should be called upon with a request to hang out flags and appropriate decorations. An exhibit of the craft work of the children may be displayed in local store windows.

Equipment for block parties consists of a stage, microphone, rope, lights, decorations and a piano.

The following general plan for a block party has been found successful:

1 to 5 P. M.—Children's games, tournaments, contests. (A special event may be included such as kite flying contests.) Awards and prizes.

8 to 8:15—Costume parade. Children parade in costumes made by themselves or by craft department.

8:20 to 9:20—Entertainment—prepared by the children on block. A good professional may be included, but should not play too large a part in the program.

9:20 to 11—Dancing on the street.

The financing of block parties is always a problem. Methods suggested for raising funds include package parties, the solicitation of local people, community club dues, sales, etc. It is essential that none of the employed workers take an active part in raising funds, merely serving in an advisory capacity.

Special Activities and Events

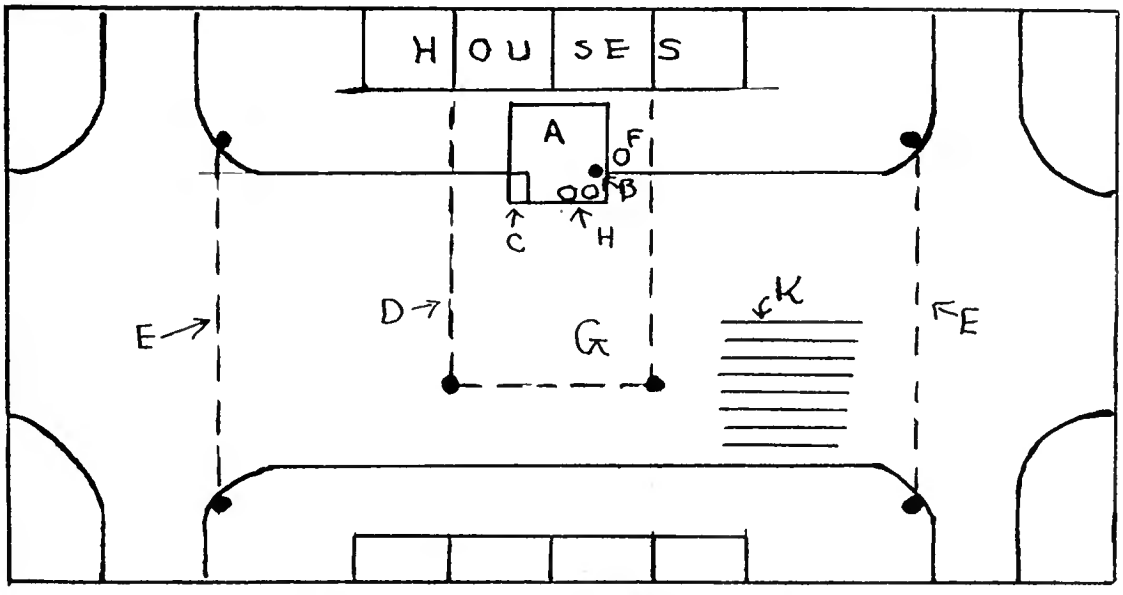
One period each day, preferably during the hot period, should be devoted to story-telling. Children like to retail stories they have heard, and this should be encouraged. A library period each week may be arranged for at the nearest branch library where the children may be taken in a group. Many libraries have a special staff for handling the children's program.

Special events which have proved successful include wheel day, doll day, pet shows, hobby shows, kite days and stunt nights. Club or group parties may be held in the house or yard of one of the residents.

Exhibitions

Exhibitions of craft work are important for the play street program. As has been suggested, they may be made an attractive adjunct to a block party. In addition, there may be general, grand exhibitions competitive in nature, street exhibits —occasional short time exhibits exclusively of the craft club on a play street—and a permanent exhibit at headquarters.

DIAGRAM OF BLOCK PARTY IN OPERATION



D—Ropes
F—Lamp-Post
B—Microphone
C—Loud-Speaker
A—Raised Platform for Music
G—Roped Off Section For Dancing
E—Where Street Is Roped Off
K—Area and Lanes For Races
H—Floodlights

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Taking Play Into the Highways and Byways

By ELIZABETH HINES HANLEY

Philadelphia as well as New York had its play streets last summer, and the story of the activities conducted on these street playgrounds and on a number of vacant lots is told by Mrs. Hanley, Director of the Recreation Arts Department, Philadelphia Playground and Recreation Association.

LAST SUMMER the Philadelphia Playground and Recreation Association literally went out into the streets and byways to give everyone, old as well as young, a chance to play. This was done by opening up twenty street playgrounds, four vacant lots, and one day camp in areas where they would do the most good. In addition, the usual three standard playgrounds were operated. The necessary personnel for all these play places was obtained through the LWD, which supplied twenty-four workers under the leadership of four regularly employed playground supervisors.

It would be hard to say which of all these types was the most worth while, but without doubt the street playgrounds were the most interesting and exciting. This was because the entire neighborhood was in one way or another actively connected with the project, either as participants in the program, as helpers and leaders, or as providers of materials and moral backing.

The workers assigned to these playgrounds found them much more "thrilling" than the conventional ones and gave their main reasons for their preference as "the opportunity for all ages to participate; protection as well as recreation for the children by keeping them out of the street dangers and mischief, and a more definite spirit of cooperation and interdependence between parents, children and leaders."

The director of one of these playgrounds expresses this opinion very clearly in his final report. He says: "In my opinion, this work is without parallel. It creates a feeling of friendship and good-will in the neighborhood, for all unite in a common cause—namely, the enjoyment of the children." Another director says: "There is no doubt as to the worthwhileness of this work. The neighborhood takes an interest in the work because the playground furnishes an outlet for the play interests of the children, provides safety from personal and property damage, and thus lightens the burdens of the section or groups."

Still other workers give testimony: "The children and the parents of those in the streets attended by the traveling play leaders actually feel that you are honoring them by coming there, and nothing is too much trouble for them." Again, "Adults have a chance to join in the fun and enjoy looking on, something they do not get a chance to do in regular playgrounds except on special occasions because they cannot leave their homes for such long periods. I believe they await the coming of the workers almost as eagerly as the youngsters."

Such reports as these are better appreciated when it is understood that street playgrounds were established only in districts at least a mile away from the nearest standard playground and impossible for the children to reach because of transportation and traffic handicaps. The districts were also of the "poor" type in neighborhoods congested both by traffic and humanity, and far removed from any other center providing recreational opportunities.

The Program

The program was practically the same in all the streets, with adaptations to particular situations. It began with a "theme song" set to the tune of "Hail, Hail, the Gang's All Here," with words suitable for the occasion. The first note brought all the children running, if they were not already assembled and waiting for the leaders to start the fun. A parade accompanied the singing of the rallying song, and when the gathering was complete there was a half hour of general singing, with solos now and then for variety, and some songs given with pantomime or dramatized action.

Then the volley ball net was hung across the

street and the players lined up for a game. Other ball games, such as dodge ball, baseball, if there was space, and sponge ball were also in great favor. Then there were races, relays, tag games, quoits, checkers, jacks, dominoes, singing and ring games, handcraft, songfests and story-telling, with pantomime and dramatization incidental to both, to bring the play period to a happy ending.

Somewhat surprisingly, stories were in great demand on all these playgrounds, and adults enjoyed them as much as the children. Rather surprisingly, too, the old fairy tales were strong favorites, although mystery, adventure and ghost stories were probably the most generally popular. But, as one director expressed it: "All stories are acceptable if they have a hero, heroine and a 'tough guy.'"

Handcraft, also, was remarkably popular, and was quite evenly divided between boys and girls, although there was a difference in the type of work. The boys preferred making pinwheels and "flying birds" that gave them an opportunity for running in operating them, but they, too, were interested in making paper villages. One leader found that "there is hardly any distinction between boys and girls in crafts as both enjoy working with their hands."

Among games, volley ball seems to have been most popular with both boys and girls, although baseball ranked a close second with the older ones. Checkers and jacks were first in quiet games, but quoits had a strong appeal for older boys and men. The general expression by all leaders was: "The children love games, but always demand new ones. They are more fond of the games that require the most physical action. The youngest children like singing games best, and *The Farmer in the Dell* was averagely their favorite."

Besides these daily programs, there were weekly special events such as doll shows and parties; pet shows; baby shows; grotesque parades; exhibits of handcraft; paper villages and circuses; story dramatizations; game contests of various kinds, and track and field meets.

On the Vacant Lots

The vacant lots had about the same program, except that two of them were equipped with swings,

(Continued on page 595)

Story-telling has been one of the most popular activities on the play streets of Philadelphia

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Reading for Fun in Rural Mississippi

By BEATRICE SAWYER ROSSELL
Editor, Bulletin
American Library Association

It is thrilling to hear of such ventures in cooperation as Mrs. Rossell describes in her article. We are fortunately coming to realize more clearly than ever before, that recreation, whether in rural districts or in our cities, has much to gain by working more closely with the library, and that these two civic movements can be mutually helpful.

DOWN IN the cut-over pine lands of Hancock County in southern Mississippi I recently spent a memorable day with a county recreation director and a county librarian, both working under the Emergency Relief Administration. I had gone to Mississippi simply to see what was happening in connection with a unique library project operating throughout the state under the Mississippi Library Commission and the Women's Division of the ERA. I found, however, that library service was only one of sixteen projects which the women's division was responsible for, one of the other fifteen being a state-wide program of recreation. How the two undertakings go hand in hand in a county where they are just beginning and how much the library can contribute to the success of a recreation program in a county where the former has been long established, were shown first in Hancock and later in Coahoma County.

"We cover the whole county together," said the recreation director in Hancock. "Our community centers are thirty-five or forty miles apart in isolated sections of the county and we like not only to share the traveling expenses of gas and oil but also to have companionship." When the stop is at a community center, the county librarian drops her books and teaches pine needle basketry or flower making. When at a library station where there are children, the recreation director holds a story hour.

Hancock, it should be noted, is almost at the bottom of the economic ladder now that lumbering is no longer its major industry. Books are read by people who have practically no other form of pleasure in between visits of the librarian and recreation director. Even reading is denied some people who can neither read nor write, but talks on news of the day are in such cases substituted for reading matter.

It is difficult, of course, to do much either with book service or with recreation in a county where you have no publicly supported library and almost no money to spend for recreation. Friendly people in Bay St. Louis, however, have contributed 900 books and numerous magazines—many of them excellent—to launch the library; a banker has supplied rooms to house it; a tag day has provided a small amount of cash for book purchases, and local musicians and artists have given their talent to provide additional revenue. Glancing over the library collection that has resulted, one finds among books for children such titles as "Heidi," "Hans Brinker," "Bambi," "Invincible Louisa." In a rental collection of recent fiction for adults are the best of the best sellers now popular throughout the country. *Better Homes and Gardens, National Geographic, Collier's* and *Good Housekeeping* are prominent among the magazines.

No books on quilting are yet to be found in the slim collection, but that does not mean that the county librarian can do nothing about it when the recreation director starts a group of women making quilts. Since the women who are to make the quilts in some instances lack even the needle and

thread with which to sew them, they naturally have not much in the way of pieces. "If you have any pieces which could be used for quilts, please leave them at the library," requests the county librarian. Boxes resulting from such requests thereafter accompany books in the back of the car and soon eighty quilts, the first one finished to receive a prize, will be displayed at a county exhibit.

A slender but precious stream of plays, poems, books of travel and other reading matter has flowed steadily in and out of the Hancock library from the Mississippi Library Commission whose secretary, Miss Elizabeth Robinson, presented the library project to the Women's Division of the ERA the day work projects were acceptable. Welcome ideas for the recreation program come from the state recreation director in Jackson, Miss Lillian Tucker, and also from the National Recreation Association in New York.

"We just couldn't live without 'Recreational Games and Programs' " was the grateful comment on that N.R.A. publication. And the lectures of Mr. and Mrs. John Bradford, who were sent to Mississippi by the Recreation Association, were declared to be "just marvelous." Games, group dances and many parties which were popular at a CCC camp in the county were the result of Mr. and Mrs. Bradford's suggestions.

The long view which both the librarian and the recreation director are taking in their work was apparent from their conversation. Possible support of every kind is being developed by the librarian so that the book service begun may be extended and made permanent. "What we are doing in recreation is of course useful in keeping up people's morale in a county which is almost if not entirely without a payroll," said the recreation director, "but what we must find is some way to restore these people to financial independence."

Outright relief for the many needy people in the county was deplored as having a deteriorating effect upon character. The possibility of cooperative undertakings similar to those which have raised the economic status of rural communities in Denmark, England, Japan and elsewhere, which could perhaps use the community groups now organized as their nucleus, seems to be one of the ideas now receiving consideration.

What the Hancock County Library may some day contribute to organized recreation and the sheer enjoyment of people's free time, if the present library can be developed and made permanent, is being demonstrated in Coahoma County at the other end of the state. Here, too, the beginning of the headquarters' library at Clarksdale was modest, but that was twenty years ago and county-wide service has now been given for ten years.

Not by the librarian, but by the county recreation director, was the value of the library in relation to organized recreation made evident.

Quilting is popular in Coahoma as in Hancock County, and ideas for patterns come from library books. Rug-making, smocking, faggoting, bound buttonholes and bedspreads also

Books and magazines are brought in cars to many of the isolated county schools

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occupy the sewing classes and the library fosters their interests. A community shop will be held in Clarksdale before Christmas at which these sewing clubs can sell their articles and purchasers may secure inexpensive toys as well as fancy work.

So well have Coahoma women done their sewing that three of their handmade shades were exhibited at the National Recreation Association meeting in Washington, and a bedspread made of 197 tobacco sacks, briar-stitched in pink on a cream ground, was also shown at Washington.

A women's baseball team has been successfully organized as another feature of the recreation program, and the library has furnished the rules.

Get-together parties attract 60 to 200 old people and young, and books suggest folk dances or supply words and tunes for community sings.

A "kiddie band" leads a Tom Thumb parade during the Cotton Festival, and the library helped in the training of the bandsmen and in costuming the paraders.

Story hours draw overflow audiences of as many as 350 children, and the story teller gathers material for her stories at the library.

Playground supervisors keep five playgrounds in the county open daily and turn to the library for games and books on handicrafts. Last winter much work was done with little children in consolidated rural schools, where the younger children leave school about two o'clock and the bus is not ready to take them and the older children home until four. Games and stories in the gymnasium on bad days or supervised play in the sunshine on good days, kept everybody so happy and out of mischief that it is hoped the work can be continued this year.

Not all that the Coahoma library does to increase people's enjoyment of their leisure is done through the medium of the county recreational director. Mississippi is rich in bird life, and study of the birds is begun in the kindergarten. It is roughly estimated that 75 books on birds are kept in almost constant circulation among bird lovers, young and old, throughout the county.

Handsome trees are another asset in Mississippi, and books on trees, flowers and other national beauties are also in constant use.

Depending on your point of view, Mississippi's snakes may be regarded as an asset or a liability, but a subject of fascinating study at a regional scout camp near Clarksdale they certainly are. Ditmar's "Reptile Book" helps to identify the different specimens caught and caged by young scientists who study their characteristics. Books on handicrafts such as leather and woodwork are popular with both Girl and Boy Scouts, as are many other library volumes. In fact so much did the Scouts use the library this year that the Rotary Club which sponsors the camp is giving the library money for books to extend their camp service next summer.

Radio plays an increasing part in the life of Clarksdale readers, especially among the members of an Opera Study Club who keep two copies of the "Victrola Book of the Opera" from getting dusty on the shelves. A fine music teacher in the local high school contributes her enthusiasm toward keeping this opera study group far from being superficial. Radio also brings current book reviews and the number of books purchased to meet individual listener's demands is constantly increasing.

If the Mississippi Library Commission and the far-seeing director of the Women's Division of the ERA have their way, library service as useful to recreation and other community interests as that in Coahoma will some day be provided on a state-wide basis. An FERA librarian is now serving in every county of the state, with two librarians in some of the larger counties. Recreation directors, too, are in almost every county. As is to be expected in undertakings less than a year old and started as work relief projects, there is much unevenness in progress reported, but in every county visited there was surprising local support and enthusiasm for the work that is being attempted. Five hundred dollars a year from a board of supervisors here, a five-year lease on a county library headquarters there, a new log-house library built with community effort somewhere else, testify to the genuineness of local backing. The limited resources of the state library commission make it difficult for a state book collection of 4,500 volumes to supplement adequately county-wide service in eighty or more counties, but looking over the records of titles in circulation one realizes how valiantly many books in the state collection are doing service.

Mathews' "Book of Wild Flowers for Young People," for example, has circulated this year to two principals in small town high schools, a high school teacher, the caretaker of a reading center, a county librarian and a rural mother, all in different parts of the state. Wolcott's "Book of Games and Parties" has gone to a parent-teacher

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For a Good Time—a "Ridiculous Party"

By RUTH M. LUTHER
Supervisor of Physical Education
Public Schools
Huntington, Indiana

Why shouldn't teachers forget their dignity occasionally and have a good time? They should and can, is Miss Luther's answer, and she tells just how ridiculous a party can be made!

THIS year when a committee was appointed for a teachers' party we racked our brains trying to think of some way to entertain a large crowd that would ensure an entertainment in which all would participate and have a good time.

We decided to have a ridiculous party, and mimeographed invitations went out instructing the guests to appear attired in a ridiculous way on penalty of having to stunt if they failed to wear costumes. The teachers dropped their dignity for the time, and the men appeared in every conceivable kind of costume, ranging from the fireman just off duty with streaks of soot still on his face, swinging his lantern as he came in, to the dude or "dandy" in full dress wearing spats and derby, carrying a gold-headed cane, and with a large chrysanthemum fastened in his buttonhole. The women's costumes were equally unique. We had a colored Topsy with us, her hair in short braids tied with rags all over her head. We had a dainty bride dressed in white satin of the gay nineties. We even had a pair of red-headed Siamese twins! Everyone had so much fun looking over the other felllow's costume that it was some time before we could start our program.

Unique Dance Variations

Each guest was given a dance program. Before the programs were filled a set of foolish rules and regulations governing the dances was read. There were five so-called dances on the program. When the guests had their programs filled they were instructed to skip to their first partner and ask him to tell the funniest joke he knew. In the second dance everyone did a two-step to his partner and the women were asked to tell about their first love affair. In number three dance partners waltzed to each other and exchanged their most interesting trip experiences. The fourth dance was a gallop, and when the partners met they were asked to solve a proverb which was written in a most absurd manner. These proverbs and answers were typed on slips of paper and handed to the group. In the fifth number partners joined in the grand march while judges made their selection for the prize to be awarded for the most ridiculous costume. The grand march proceeded to the hallway and up the stairs to another room where a baby picture show contest formed the second part of the entertainment.

The Baby Show Contest. We had secured the baby pictures of fifteen principals and supervisors. One at a time these interesting specimens of humanity were thrown on the screen with a lantern while the group tried to guess and write down the name of the individual on their score cards. A few "bright remarks" were made as each picture was thrown on the screen. The pictures were given a second time and the name also as each person checked his score card. The funny part of the baby show was that some individuals failed to recognize their own pictures!

An Impromptu Program. The third part of the program was given in the gymnasium. Group singing of ridiculous songs was led by one of the members. One person who just began to take piano lessons as her latest hobby was asked to play a number. She responded by calling four others to sing as she accompanied

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The Farm Woodlot as a Playground

The beauty which the pioneer had so little time to contemplate is being rediscovered and conserved

By
HENRY S. CURTIS, Ph.D.

Camping in the woods is always so much more fun when water sports are possible

THE FOREST was once the dominant feature in the landscape of America. In the time of Columbus more than half of our entire country was covered with a vast woods. It harbored hostile savages and predatory animals that preyed upon the stock of the pioneer. It was out of it that he must carve his home and win the land for his crop. It was the great enemy to be destroyed.

From it he chose the logs for his house and split the rails for his fence, until the saw mill came; but the forest itself he felled, logged into heaps and burned, leaving the stumps for yet another generation to struggle with. This ruthless destruction has gone on steadily from the beginning, and the area of forest has decreased with every year. But as the area has grown less timber has grown more valuable.

Our forest acreage is still decreasing, but with the present administration has come a movement for reforestation. The forests were first an enemy to be destroyed, then prospective lumber.

Now they are becoming in addition the playground of the nation, the place for hunting, camping, summer cottages, picnicking and the simple life. We are discovering in great trees a beauty that the pioneer did not have time to contemplate. It is becoming almost a sacrilege to fell one of these monarchs of the centuries.

Many Beautiful Trees

Washtenaw County has many beautiful trees, but they are not well distributed. The dogwood and redbud are found in general only in the woods, though they are well suited for the door yards as well. The hawthorn and crabapple are beautiful in their spring blossoms, and they are much preferred by most song birds for nesting because the thorns are not pleasing to bats or hawks or bluejays. The mountain ash is a beautiful tree and its orange red berries usually hold on until they are eaten by the birds. The juniper makes many hillsides so attractive they are worth going far to see.

It is beautiful alike in summer against the background of the forest floor and in winter against the snow. The County contains many beautiful clumps of tamarack also, which stand out in striking contrast from the surrounding trees.

The tropical forest is always much the same, but the seasons offer an everchanging panorama to the temperature climes from the opening buds of spring through the light and dark greens of summer to the red and yellow leaves of autumn. Then the storm king brings them whirling down to decorate our lawns, and the trees stand bare against the wintry sky, in the delicate lacework of the elm, the trailing beauty of the willow and the sturdy strength of the oak. Through their branches the stars seem to gleam more brightly, and the electric lights throw against our house a fretwork of shadows, which suggest a land of fairies.

Then the winter storms coat these bare branches with snow and ice "until every pine and fir and hemlock wears emerald too dear for

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an earl." What may not this cycle of change have meant in arousing the evolving human spirit?

Three University Forests

There are three forests, the Saginaw Forest of 80 acres, the Stinchfield Woods of 312 acres, and the Eber White Woods of 43 acres where scientific forestry is being carried on by the University of Michigan, but this seems to have influenced the practice of the County surprisingly little. There is practically no attempt by private individuals to do anything in the way of forest management. Perhaps this is not unnatural when we consider that it takes 60 or 70 years to grow a tree to saw log size.

Contrasted with the long deferred and uncertain crop of lumber that may be ruined at any time by fire or uprooted by a tornado are the recreation values of the forest where the dividends may be had at any time at the desire of the user. They represent a value which is sure to be increaseed by the new leisure and that can not readily be cancelled or depreciated.

The forest is usually a chief feature in all state and national parks, as well as in outlying metropolitan parks. It is also at least one feature in all city parks if any considerable size. This can only mean that it has a deep intrinsic appeal, that in some way and for some deep reason it stands for relief from worry and the strains of life. It is estimated that four million people camped out in our state and national forests last year. Probably nearly all of the camp sites were in the woods. People do not camp in the open fields. The place that is sought is always a forest on the side of a body of water.

From the time I was six until I was twelve or thereabouts, the play life of the children of our neighborhood centered around the creeks that crossed my father's farm and the play houses which we built from discarded railroad ties in the woods. There were two rival cabins among the children and each group aspired to have the best decorated and most convenient cabin. We managed to make roofs from old boards and filled the cracks between the logs with moss. We had farms adjacent, which we plowed with crooked sticks in true primative fashion and planted a variety of wild things. Most farm children would appreciate such a retreat.

In the findings of a recreation survey of Washtenaw County, Michigan, Dr. Curtis, Director of the study, reporting on natural resources, makes some suggestions for the recreational use of these resources. His suggestions are so universally applicable that we quote from sections of the report appearing in the *Ann Arbor Daily News*, December 18, 1934.

Woodcraft

Every country child ought to practice something of the woodcraft of the Scouts. It is not difficult to make a brush leanto that will serve for a shelter on a summer night if any shelter is desired. If there is a considerable variety of trees and anywhere to go through the woods, most children would enjoy making a nature trail and marking the trees or a treasure hunt or trailing game. With a little encouragement and showing, they will make fairly good bows and arrows, and find much fun in playing Indians.

The forest at night is an enchantment to one who has learned to know it. Many little sounds that are lost in the hum of the day now come to the surface, and faint noises perhaps a mile away are distinctly heard which would scarcely carry a hundred yards at noon time. The snapping of a twig may come almost like a pistol shot, while the scampering of the flying squirrels along the branches, their flight from branch to branch and the flitting of bats help to make up the general impression. In most places one is aware of rabbits moving about, often at a considerable distance. There will often be the call of some night bird, an owl, whippoorwill or goatsucker, and on moonlight nights, Titania and all the fairies seem to be dancing in every open glade with each fluttering leaf.

The federal government is proposing to plant a wind break a hundred miles wide from the Canadian to the Mexican border. A tree breaks the wind in its lee for a distance about ten times its height. The forest quells the storm. Often one may hear it roaring through the tree tops while there is scarcely a flurry in the aisles below. But there is scarcely ever a day so calm in a pine forest that one may not hear the murmuring in the branches overhead. The forest is cooler by day and warmer by night than the lands outside. This effect in a large forest goes three feet down into the earth

Sections which were once woodlots now often provide winter sports facilities

below and five thousand feet up into the sky above. The forest humidifies its atmosphere so it is never as dry as the air outside. It has its own distinctive smells, and there is a feeling in the air that seems to come through the skin or some general sense. We should know where we were if we were blindfolded and deposited in a forest without warning.

Recreational Uses of Forests

The great forest and especially the wilderness is a place of meditation where the thoughtful naturally retire to be alone with their deepest life problems. There is something almost religious in its solitude. "The trees were God's first temples." To the serious minded it has always been.

Apparently the largest recreative use of our forests is coming to be for picnicking and camping, but their original use all over the world was for hunting. These hunting forests are still preserved pretty largely in England and Scotland and parts of the continent as private parks or hunting preserves. Hunting takes first place among the outdoor recreations of the rural people of Washtenaw County, who were interviewed, as 168 out of 434 gave hunting as one of their favorite forms of recreation. For many it seems to be the only form. There were 4,758 hunter's licenses taken out last year, but as farmers often hunt on their own farms without licenses, and boys are still more apt to do so, the number of licenses must be considerable less than the numbers who are hunting.

There are several elements in the pleasure of the hunt. One of which is the appeal of the out of doors and the forest. Man's nervous responses have been built up through many thousands of years of human and prehuman history. The forest awakes old racial memories that are untouched by the noises and sights of the city.

However, hunting where there is no game is not very exciting. A farmer who enjoys hunting or who wishes a profitable forest should keep his stock out of the woods. Stock destroys the undergrowth and cover for nesting places of quail and pheasants. Planting a few cedars, junipers or spruces will help by offering protection from the blizzards of winter and general roosting places. Brush heaps are also appreciated. The pastured woods looses most of its recreative as well as its commercial values.

One of the pleasant experiences of winter is to go into the woods after a recent snow and find where all its wild people live, to observe the tracks of the mice, squirrels, rabbits, quail and pheasants, to see how they are spending the nights and what food they are securing, when apparently there is no food and what protection they have found against a temperature often below zero, in which they must go barefooted through the snow.

Most game animals and birds retire to the swamps, where the undergrowth is more dense and there is a greater variety of food during the severe weather. Where there is a small lake in the center, as is often the case, such a swamp forms a natural game sanctuary and should be preserved. Altogether too many of them have been cleared and partially drained.

Every child should spend a night in the

woods occasionally during the summer. One who has only seen the woods by day knows only half the story. To sit around a camp fire at night, to see the stars and the moon through the tree tops, to tell and hear stories, to listen to the myriad sounds that come through the stillness, the rustling of the leaves, the lowing of cattle, the bleating of sheep, the hooting of an owl perhaps a mile away. These effects are intensified by the stillness and the strangeness so that they are difficult to forget. One's bed is apt to be hard, and the mosquitoes are not always considerate. He may not sleep much, but the experience is one that should be packed away somewhere in the memory cabinet of every child.

The love of the out-of-doors enters into the pleasure of golf, of walking, of driving, of hunting and fishing and farm work itself. It is a pleasure that is not confined to either sex or to any age. It has no narrow cycle of years like football and baseball. It is not limited to a few minutes or hours a day like basketball. It enhances the pleasure of a canoe trip, an auto trip, a chair on the back porch, or a hammock under a tree. It adds its own charm to the romance of courtship. It is so vital a phase of life itself that all education should encourage and prepare for it. Nature study offers dozens of projects to the country child, for week ends and summer vacations, which the school should at least suggest if not organize. Its fundamental virtue is truthfulness, which nature and science alike demand of all their worshippers.

The same measures that will improve the woods for game will also increase the song birds and insect eaters. A woods with a large and varied bird population is much more attractive than one with only a few such inhabitants, and the birds labor like paid workmen in keeping down the insect pests. Not all children are naturalists, but at least nine out of ten are interested in birds and like to watch them. Every country child should have a small pocket guide to the common birds and should come to know at least forty or fifty varieties and something of their habits.

Another book that every farm family should own is a book of the common wild flowers in colors. Most children love flowers. At the rural school that I attended as a boy, a good share of the children would go to a woods nearly half a mile away at noon for wild flowers once or twice a week in spring, though they would have to run a good share of the way back in order to reach the school in time. Children should be encouraged to collect and press all the common varieties.

Another trip that children always enjoy is a nutting party for walnuts and hickory nuts in the fall. It is quite as much fun to gather them as it is to eat them afterwards. In my experience, climbing the trees and shaking off the nuts was often the most interesting part of the whole adventure. There are not many good sugar bushes in Washtenaw, and so far as our survey discovered, no large ones, but where one can go to a sugar house in March when the snow is still on the ground for a candy pull, it is an adventure to be remembered.

A steak fry, a bacon or marshmallow roast—the country child who has missed these has missed half his birthright. It is always more attractive if the shadows of evening are closing in. Even a shade of fear that draws the circle close about the fire does not detract from the enjoyment. The forest offers dozens of delightful experiences to country children, which are more difficult for city children. But in all these great caution should be observed against spreading fire, the devouring demon of the forest. I am reminded of a motto that I saw recently in a rural cabin: "A match has a head, but it hasn't any brains. Don't let it go out in the woods alone."

Hunting, watching the birds, picking and collecting wild flowers, a nutting trip, a sugar party, a night in the woods, these are experiences that every country child should have, but the work of a woodsman also has a considerable appeal. The chopping or sawing down a tree, deciding where it is to fall, to see it come down and listen to its crash, all these linger in the memory. Such work uses about every muscle in the trunk, arms and legs under the best of conditions. It offers a variety that is lacking from most of the work in industry.

No woods exploit or adventure has been suggested that has net been proved by ample experience. There is no doubt that children like to do these things. Probably all country children have done some of them, but few perhaps have done them all. Parents may well suggest the others.

Musical Arts

A plea for giving music an important place in the community's recreation program

By MARIE V. FOSTER
Supervisor of Music
Recreation Commission
San Francisco, California

Courtesy San Francisco Recreation Commission

MUSIC AS A PART of the recreation program is a comparatively new thing. I do not need to defend its position on that program. I would like to discuss, however, how we may best present this activity to the community for the greatest lasting good. By way of discussion I might philosophize and discuss at some length the benefit of actual participation in music rather than the mere listening to it. I might debate the question whether it was better to present an informal type of program or one in which intensive study was the ultimate aim. I could raise the question whether the music presented should be on a level with the artistic development already achieved in our group or whether the levels should be raised by the presentation of the highest type of music. I will, however, instead of talking theoretically, give you San Francisco's answer to all these questions.

It has been the wish of San Francisco's Recreation Commission that music should be a very real experience to as large a number as possible. We had long felt that our country was becoming one of "listeners" and that the real joy of music was being lost when it was not actively participated in. For that reason we have encouraged the formation of singing groups in as many of our city playgrounds as were equipped to handle them. From a small beginning six years ago we now have eighteen organized groups of little children and nine groups of adults. Singing has been developed most extensively since the voice is an instrument common to us all. For the very small child we have offered the rhythm band or toy symphony. It is only necessary to watch these little ones to know the joy they have in actually playing in an orchestra. Harmonica bands and small orchestras exist on many of our playgrounds. For the advanced music student we have the Junior Civic Symphony. Here the best of symphonic music may be enjoyed by actual participation. Just now our orchestra is working on a Beethoven Symphony, some dances by Edward German, and they have a personal knowledge of fine music.

I should like to tell you of our group of mothers organized for singing. They come from underprivileged homes where a first-hand knowledge or actual participation in good music would never have been their experience unless offered them by the Recreation Commission or some such organization. Some of these women have attended rehearsals regularly for over two years and have taken part in many programs both on their own grounds and in city-wide events. They love to sing and have expressed their gratitude so many times for the privilege of choral study. One woman made the remark that she lived

This account of music developments in San Francisco was presented by Mrs. Foster at the Regional Conference of the National Recreation Association in Santa Barbara, California, in April 1934. Similar results may be attained, under competent leadership, in other cities.

from one rehearsal to the next. She, and others like her, have been starved for some form of musical expression, and it is our privilege to be able to furnish a worthy means.

In San Francisco many of our glee clubs have been singing together three and four years. The majority of them are between the ages of fourteen to twenty. If they were not able to make a good appearance by singing well, if they were not continually striving to improve, I am very certain they would not continue to come for a period of years to our singing groups. One group of Russian boys met regularly last year under the direction of a very able musician. They were given good music to sing and their repertoire included a number of folk songs in their own tongue. They sang with a great joy and virility of tone. It became necessary to change directors, and the young man who took charge was interested in a different manner of presentation and in a different class of music. The boys lost interest, and from a large enthusiastic group they stopped coming entirely. They were interested only in learning good music under able direction.

Our eighteen groups of little children are worthy of mention. These children come to sing because they really love it, and they are taught to sing well. They learn to sing with a clear, sweet tone that is not forced; they are taught to interpret the poem they are singing; great emphasis is placed on the correct and distinct pronunciation of words; phrasing and artistic interpretation are a part of the study, and they learn the discipline of singing under a director.

San Francisco feels very proud of its newest highly intensified branches of musical study. These are the boys' choir and a group of madrigal singers. The choir has a membership of about twenty boys chosen not for their means or social background, but because they love to sing, are willing to work hard, are to be relied upon for rehearsal attendance, and have good natural voices. These boys are young boys, ages eight to twelve years; they meet twice a week for rehearsal and are most earnest. During the opera season last fall they took part in several of the operas, learning Italian and singing under the stern direction of the opera conductor.

The madrigal group is, of course, small and is composed of some high school students who were anxious to have that intensive study called for by madrigal singing. They also meet twice a week.

This past year, through the CWA, we have been able to offer a very special form of intensive study. We have had a piano teacher who has been able to give class work on a number of our playgrounds. When we hear the expressions of gratitude coming from those who might otherwise never have been able to learn to play the piano, it makes us wish our hands were not so tied by lack of funds.

Yet with all this study we know we are presenting real recreation, for there is real joy in the study of music; the children are doing the thing they love to do, and the attendance figures bear out the statement.

In regard to the music to be presented in San Francisco, the folk tunes are used almost exclusively with the younger children, and the larger ones sing two and three part arrangements of folk music. An interesting group on one of our playgrounds is a club of Italian young men. These boys have been singing together for almost three years and have a repertoire of a great many lovely Italian songs. Many of these are Italian publications little known in our country. Just now they are singing an unpublished song one of the boys' father sings, arranged by one of our very able pianists. Groups the same age all over the city learn the same songs and for programs gain a great inspiration singing together. About forty girls of high school age, many of whom have been singing in their playground glee clubs for three and four years, recently sang very beautifully "Greeting" by Mendelssohn and "Romance" by Rubinstein in two parts.

We have one center in San Francisco, organized primarily to take care of a delinquency situation. One club of boys, ages eighteen to twenty-five years, felt they had a fairly well rounded program but would like to meet once a week for singing. For singing I have said purposely, not for glee club. They wanted to sing the latest popular songs and nothing else, and they did not care whether they even sang them well or not. We met their request but also gave them "On the Road toMandalay," "Ol' Man River," Oley Speak's "Sylvia," "Soldier's Chorus" from Faust and other songs of like nature. Just now they are preparing to sing for their open house. For that they have needed to think of tone, attack, diction, interpretation. You will be most interested to know that one number on their program is Beethoven's "Adoration of Nature." We have most certainly raised the level of their appreciation. I could tell

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Service of Hon. John Barton Payne to the Recreation Movement

By V. K. BROWN
Chief of Recreation Division
Chicago Park District

REPRESENTATIVE of the highest type of cultivated legal mind, John Barton Payne brought to the office with his appointment as Commissioner on the Board of South Park Commissioners in Chicago, that freedom from bias and capacity for fine discrimination which made him a distinguished member of the bar. He became almost at once President of the Board of Commissioners and continued to hold that relation to the Board for thirteen years.

His administration was characterized by a judicially maintained balance. He insisted that standards of maintenance of park properties be observed no less than standards of park service. Groups pleading for enlargement of space for play found their requests balanced against the plea of other groups whose pleasure in the parks was to be derived from beauties of landscape. Active recreation claimed his support and received it, but himself sensitive to the bare appearance of the recreation buildings as he found them on taking office, he set aside the salary to which he was entitled as President, and which he would not accept, allowing that unclaimed salary to accumulate and form an art fund used to purchase etchings, mural paintings and other works of art for the field houses, in order that the art consciousness of the park communities might be cultivated, no less than the play consciousness in recreation programs. Never unsympathetic toward anyone presenting a plea for the values of leisure activity in the service which was coming to be traditional in the park system, he guarded both himself and the staff of the Playgrounds Department against any possibility of being swept from their moorings by sentiment or emotionalism.

Public office was to him a responsibility and a trust, rather than an honor and a commission. Disciplined intellectually himself, he expected of those under his command evidence of the same sort of discipline to which he held his own dispassionate mind. There was room in his view of life for any enthusiasm, place for any sport or avocation, provided only that it did not transgress the code of a gentleman by which he lived and to which he expected others to adhere.

Under this austere code, his administration was perhaps best epitomized by the observation of the well known mural painter, W. B. Van Ingen, who attended one of the meetings of the Board of South Park Commissioners, and after seeing its orderly procedures with Judge Payne in the chair, stated that if any city really desired to put its park service on a superior plane of excellence, it could do no better than turn the job over to the South Park Board.

On January 24, 1935, John Barton Payne, former Secretary of the Interior, an active worker in the National Conference of State Parks, and Chairman of the American Red Cross, died in Washington, D. C. Judge Payne, from 1909 to 1934, was a member of the Chicago South Park Board, and for the years 1911 to 1924 he was chairman of the board. The work done by the Chicago South Park Board in the recreation field has been known throughout the world. The board has been fortunate in having the leadership of such men as George T. Donoghue and V. K. Brown and the executive staff, and the leadership of Judge Payne in standing back of the extensive recreation program in Chicago was outstanding.

WORLD AT PLAY

Courtesy The Municipality, published by the Wisconsin League of Municipalities

Beaver Dam's New Band Shell

A BAND shell of the latest scientific design has been completed by the city of Beaver Dam, Wisconsin, the entire project having been financed by the Park Committee from funds received through park activities and other benefits. The shell is of the sounding plane type constructed of steel and concrete and amplifies the music in full brilliancy and without echo. By means of special control the music director may change the interior color of the shell to harmonize with the music played. There is space for fifty musicians each of whom is furnished with an illuminated portable music rack. A platform 10′ by 42′ is provided at the front for special feature acts. The combination of music and light has attracted large crowds to the concerts.

Building Play Sites on Health Centers

A JOINT play and health center program involving the construction of community playgrounds on top of health center buildings has been announced by the Health Department and Park Department of New York City, according to the November 23rd issue of the *New York Times*. The first combination development will be built on the upper East Side and others, possibly as many as five, will be erected later. The first center will be built on city owned property taken over by the Park Department and will be a two story structure giving access to the roof by a separate entrance and a stairway. The area available for play will be the same as though the playground had been built on the street level. It will contain a swimming pool, outdoor gymnasium apparatus and swings. Shrubs and trees will be planted in pots.

Skiing in New Hampshire

THE New Hampshire State Development Commission of Concord, New Hampshire, has prepared a most interesting map of the state's skiing trails classifying them according to the degrees of difficulty and giving information regarding the location of each trail, its length, width, maximum grade, vertical descent and exposure. Following the list of trails mention is made of a number of other localities affording good skiing.

In Celebration of an Important Event

ON December 25th the fiftieth anniversary of the founding of the first settlement house, Toynbee Hall, London, was celebrated. In honor of the anniversary an international broadcast was arranged through the courtesy of the National Broadcasting Company. Groups of settlement children in England and America sang Christmas carols. Helen Hall, President of the National Federation of

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Settlements, introduced Jane Addams who gave the greetings of the settlements from the United States to Toynbee Hall. James J. Mallon, Warden of Toynbee Hall, introduced Margaret Bondfield, formerly Secretary of Labor, who replied for England.

In connection with this anniversary it is interesting to recall that two years later (1886) the American Settlement Neighborhood Guild, now the University Settlement, was founded. There are now 151 settlements in active membership in the National Federation of Settlements, 48 affiliated through individual membership of the head worker, and probably 300 church houses, social centers and other organizations which grew out of the same impulse. The recreation movement owes much to the inspiration and experimentation of the settlements.

A City-Wide Ping Pong Tournament—The Recreational Leaders' Association of New York City, whose members are composed of workers associated with the Works Division, on December 27, 28 and 29 sponsored a city-wide ping pong tournament held at The Church of All Nations. There were five divisions—three for boys, two for girls. The boys' classifications were 8 to 12 years, 13 to 16, 17 to 21; the girls' 8 to 12 and 13 to 16. An entrance fee of 25¢ for a team of ten was charged. Medals were awarded the winners and runners-up in each division and a trophy was awarded the club, institution or troup attaining the highest number of points.

Planning the Recreation Center—One of the projects offered by the Beaux Arts Institute of Design, 304 East 44th Street, New York City, was the planning of a recreation center on a plot 200′ by 400′. Seventy drawings were submitted. The eight plans for which awards were offered were reproduced in the October, 1934 issue of the *Bulletin* of the Beaux Arts Institute of Design, copies of which may be secured for 35 cents apiece.

A New Community Center for Lexington—In 1933 the people of Lexington, Kentucky, voted favorably on a $45,000 bond issue for a combined auditorium-gymnasium, this structure to be added to Loudoun House in Castlewood Park, bought by the city in 1931 for $85,000. Loudoun House has been completely remodelled by CWA labor at an approximate cost of $10,000. A caretaker has been installed in three rooms of the House, and the remaining rooms will be used as a music room, a library, a dining room, a kitchen, a room for small community gatherings, and a woodshop on the first floor. The second floor will house Girl Scout and Boy Scout headquarters, a check room, toilet facilities, and rest rooms. Lexington will have a complete community center in 1935.

Other improvements include the grading and lighting of Castlewood Park diamond, which resulted in the scheduling of daily games for a period of five months. A specially made and lighted croquet court for adults and two stone picnic ovens have been added to other facilities at Castlewood Park.

A Recreation Room in a Police Station—The Public Recreation Commission of Cincinnati, Ohio, has established a boys' recreation room in the third district police station. The room used is one which formerly housed police patrols for that district. Its use in no way interferes with the regular police routine, which is still carried on in the same building as it has an entirely separate entrance to the street. In this room about 80 boys play ping pong, basketball, quoits and similar games under the leadership of two play leaders working on the FERA program and assigned from the office of the Commission. The Commission plans to use a room on the second floor for quiet games and hobbies.

New Facilities in Cincinnati—Two and a half years ago, according to a report submitted

to the City Manager of Cincinnati, Ohio, by Tam Deering, Director of Recreation, an outstanding problem of the city was, "How shall we acquire the additional recreational areas we need?" The addition of 600 acres to the recreational plant in the thirty month period covered by the report has met this need in part. Next the question arose, "How shall we finance the necessary improvements?" This problem has been solved by the application of local and federal relief funds. $2,500,000 has been used to pay the wages of unemployed men on recreational projects. $355,500 for materials and equipment rental has been supplied as follows: Recreation Improvement Bonds $76,500; City Council Relief Bonds $164,000; Federal Funds $40,000; Private Gifts and Salvaged Materials $75,000.

The recreation improvement program since May 11, 1932 has afforded continuous employment to a crew ranging from 500 to 5,000 of the unemployed. This work program produced results. Had the same work been done by private contract on competitive bidding, an expenditure of more than $1,000,000 would have been required. Working on this program men have been observed regaining their physical and mental health.

Recreation in Union County's Parks — An attendance totaling 5,731,974 was recorded for 18 Union County, New Jersey, parks in 1934—a slight increase over 1933. The report lists 42 different recreational activities covering a wide range from trap shooting to horseback riding and a horse show.

A Recreation Center for Children—One of the leading attorneys of Springfield, Massachusetts, has put at the disposal of the Division of Recreation a large barn which has been converted into a children's recreation center. The lower floor has been turned into a menagerie, and dogs, white rats, rabbits, cats, frogs, turtles, birds and rodents take one back to the days of childhood in the old red barn. Mr. King, the attorney, has given the playground supervisor an old automobile with free gasoline to take playground crowds swimming and to outlying woods and camps.

Boston Common Tercentenary—On December 18th a program was held in Boston, Massachusetts, inaugurating the observance of the 300th anniversary of Boston Common. The program was preceded by the "perambulation" of the Common—a procession of historic characterizations including the town crier; the marshal of the procession with his aids; pikemen—soldier police of 1634; the Reverend William Blackstone, the first white settler and owner of the Common, 1634; Governor John Winthrop, chief executive of the Bay Colony, with soldier escort and Puritans of 1634, and the police of 300 years ago—pikemen, 1634—town watch, 1834—state police 1934. Several other events have been planned, and an indoor exhibit of historic and other significant articles is being prepared. Events are being arranged for the late spring and summer months of 1935.

Archery to the Fore!—At the Second Annual Recreation Congress to be held at Massachusetts State College, Amherst, Massachusetts, March 15, 16 and 17, devotees of the ancient sport of archery will have a special program at the meeting of the archery section on March 16. Russell Hoogerhyde, American champion target shooter, will give a

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series of exhibitions and will discuss shooting and equipment. A display of equipment is planned. On March 16 there will be practice and instruction in making tackle. In the evening movies will be shown of last year's tournament and a number of talks given on the promotion and progress of archery throughout the country.

A Fortieth Anniversary—In 1895, the Council of Jewish Women in Pittsburgh organized the first activity of what has since developed into the Irene Kaufman Settlement. From one small room on the third floor of a house, the movement has steadily expanded until it is now one of the largest settlements in the country, occupying one of the most beautiful plants to be found in America. Its expenditures—a few dollars in 1895 and less than $2,000 in 1909 exceeded $80,000 in 1934. This year the settlement is celebrating its fortieth anniversary. A list of its activities would represent a complete roster of activities in which no phase of recreation and of the arts has been neglected. Recreation workers everywhere will wish the settlement and its director, Sidney Teller, for many years a devoted friend of the recreation movement, continued success and usefulness.

George D. Pratt

In the death of George D. Pratt the Association has lost one of its true and loyal friends. Mr. Pratt was one of the first to assist through a contribution and through moral support and through his own practical suggestions in helping to build up the field work of the National Recreation Association. Through the last twenty-five years he continued his interest in the work and his financial support. The strength of the National Recreation Association has been built upon the loyal support of George D. Pratt and other men and women like him.

Mr. Pratt gave freely of his own time to the problems of parks, forestry, art, recreation. He was pre-eminently a lover of Nature's out-of-doors. He was greatly concerned for the forests throughout the country and spent from his own private fortune to protect them. He devoted the best years of his life to making his country a more habitable place for others and particularly for youth. From the beginning of the Boy Scout movement in America he served as one of its leaders. He was active in promoting the "Covered Wagon" celebration which paid tribute to the American pioneers who crossed the plains in the early days. He helped to mark the old trails and historic shrines associated with the development of the West.

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Childhood Interests, January 1935
Busy Time for Children, by Floy Little Bartlett
The Rhythm Band, by Ruth Lampland
The Do-As-You-Please Room, by Hilda Richmond

Mind and Body, December 1934 - January 1935
Physical Education in Germany, by Elizabeth Hoffa
Recreation in Scandinavian Countries, by J. Sigrid Edstrom
An American Student at the Deutsche Hochschule fuer Liebesuebungen, Berlin, by Mildred McGee
Mimatic Games, by Grover U. Mueller
The Game of "Siege," by Karl Kuehne

Parks and Recreation, January 1935
Chicago Park Systems Consolidated
Park and Recreation Organization Charts — Providence, R. I.
Public Recreation in Portland, Oregon, by C. P. Keyser
Curling, an International Sport, by Irwin R. Dunnell

Better Times, January 1935
Recreation for the Young Job-Hunter, by Herbert J. Seligmann

Scholastic Coach, January 1935
Care of an Outdoor Ice Hockey Rink, by Westcott E. S. Moulton

The National Parent-Teacher Magazine, February 1935
Hobbies for Boys, by Carolyn M. Heller
The Social Life of the School Child, by Ernest R. Groves

PAMPHLETS

Annual Report of the Community Council of Branford, Conn., 1934

Valentine Bulletin
Department of Public Playgrounds and Recreation, Reading, Pa., 1935

Handcraft Manual, Prepared by Mildred Gilmore
State of Indiana, Emergency Education Division, 217 North Senate Avenue, Indianapolis, Ind.

The Junior Caravan (A section of the New History Society)
132 East 65th Street, New York City

Annual Report of the Memorial Community Building—Goldsboro, N. C., 1934

Youth Today
Proceedings of the Hearing and Conference Called by the 1934 Mobilization for Human Needs. Community Chests and Councils, Inc., 1810 Graybar Building, New York City. Price $.25.

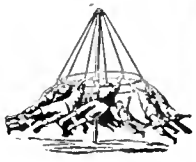
Glimpses of Our National Parks
Government Printing Office, Washington, D. C.

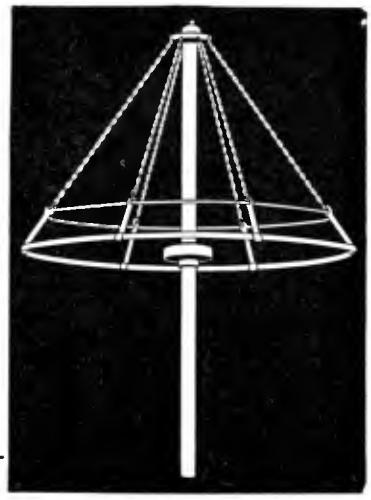
American Peoples Schools—Bulletin Number Four
Van Cortland Park Center, 67 Stevenson Place, New York City

A Child in the Midst of Democracy, by Frank S. Hickman
The Duke Endowment, Charlotte, N. C.

Annual Report of the Bureau of Recreation of Philadelphia, Pa., 1934

Annual Report of the Recreation Department of Austin, Texas, 1934





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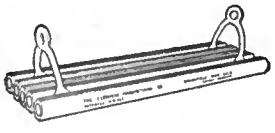

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Assistant United States Commissioner of Education

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Articles by JOHN W. STUDEBAKER and KATHARINE LENROOT

II. What the Schools Are Doing
Articles by HELEN K. MACKINTOSH, JANE A. WHITE, BEN H. DARROW, ANGELA M. BROENING, A. ADELE RUDOLPH, and MARY HARDEN

III. Helps in Developing a School's Recreation Program
Article by EUGENE T. LIES
Recent References, compiled by EDITH A. WRIGHT

This issue, 50 cents $3.00 a year
Membership dues, $4.00

DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION
525 West 120th Street
New York

George Pierce Baker

In the death of Professor George Pierce Baker on January 6, 1935 the community recreation movement lost a good friend. In the course of Professor Baker's career of thirty-six years at Harvard and eight at Yale he had among his students many who became famous playwrights. He was not too busy, however, to give up his time to Community Service of Boston in connection with the dramatic program of that organization. Undoubtedly men of Professor Baker's type are to play a larger and larger part in building the civilization of the future.

Correlation of Public and Private Agencies

(Continued from page 567)

14. Joint buying by summer camp managers.
15. Summer day camps.
16. Spot mapping of members of girls' and boys' work agencies to show geographical distribution and therefore untouched or poorly touched sections of the city.
17. Relation of existing agencies to the problem of prevention of delinquency."

The possibilities for joint study and action are limited only by the vision and team play of agency leaders.

Do we need to cooperate? Those who are raising the money for our programs, whether public or private, tell us we do. The public must be awakened to our field as a whole as they are to relief or health or education. The scholars tell us the same thing. One of the conclusions of a conference called by the Department of Public Instruction of the State of Michigan to consider the relation of the schools to other character forming influences in the community was "Executives have been too much absorbed in promoting the programs of their respective organizations. The child participates as a member of many groups but these groups function independently without being conscious of the total of influences on the child, or of the unmet needs in the child's experience."

Prof. Lundberg of Columbia University is quoted as saying, "The problem of leisure has not, as yet, received serious consideration in the social sciences. Recreation and the use of leisure is at best regarded as a superficial interest of the social dilettante, and not a subject

for serious philosophic thought or scientific investigation. In its applied aspects, likewise, we find recreation workers regarded at best with amused toleration by social workers. This attitude is not entirely unjustified, for recreation workers have their principles, techniques, and procedures even less adequately formulated and standardized than the other social workers."

These are challenges in practice and theory that must be met together.

What we have in common—city recreation departments, school departments, settlements, Y's, Scouts, Camp Fire and others—is so much greater and deeper than any of the distinctions; what we have to interpret is so much more vital to our civilization as a whole than in sections, that my plea is all for understanding, cooperation and mutual ideals and objectives. With such correlation we may indeed lead toward a more abundant life for every citizen of our country.

Taking Play Into the Highways and Byways

(Continued from page 577)

slides, sand piles, and had more space for putting on field events, baseball and mass games. These lots had the same advantages in location as did the street playgrounds as far as direct connection with all the people of the neighborhood was concerned, with a wider range, as they were centers of a community and not of a street or two. They were also favored by having space for organized team games and even leagues, with scheduled interplayground contests, which gave the participants a feeling of being as important as the "regulars."

The lots were better adapted, too, for quiet games and handcraft, as folding tables and benches could be used and stored in convenient buildings which were gladly offered for that purpose. On one lot the director reports: "I believe handcraft was the most popular project with children of all ages, from 5 to 14 in particular. They would willingly spend the whole day at it, and it attracted the attention of parents after objects made were taken home. Quite a number of parents came to see the work and made donations of materials. We received numerous comments from the parents and neighbors about the value of the playground in giving the children a place to play and keeping them from running about the streets and getting into mischief. Many of the mothers bring their little ones to the sand-pile and either stay or some of the older girls look after them. The children are happy and enjoy the games. A great number have not missed a day since we began, and are already asking about next summer's program. Their greatest fear is there will be no playground here next year."

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But the values of these vacant lot playgrounds were not restricted to parents and children. A concrete proof of this is given by one of the supervisors. He says: "When I first came here, I noticed a group of from ten to twenty boys and men from 17 to 30 years old, who hung around the corners near the playground, and at times annoyed some of the neighbors by their roughness. Several people approached me and wondered if I could do something about it. I tried allowing them to use the basketball for an hour at a time. Sometimes they played among themselves. Other times against a younger team. They quieted down considerably, and soon were helping instead of hindering. They caused no trouble, and would go peaceably when their time was up."

This lot was sponsored by the rector of a church across the street, and on rainy days a large meet-

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ing room attached to the church was provided for the groups, when crafts, singing, stories and quiet games were carried on. So, "no matter what the weather, the good fellows were all together," and equally good times were had "in sunshine or in rain."

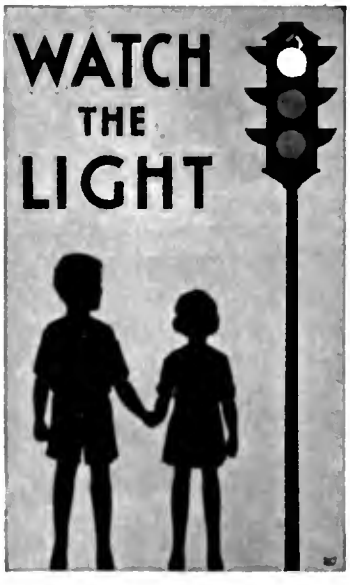
Reading for Fun in Rural Mississippi

(Continued from page 580)

association leader, three teachers, a recreation worker, three county reading rooms, one girl reserve leader, a man giving a Hallowe'en party, and two general readers. Already this year borrowers have made use of the state book collection 15,000 times and calls for books have been answered from 250 different communities.

What the future of the library and recreation projects in Mississippi will be, it is impossible to foretell. Not enough recreation directors were interviewed to know how they feel about the work they are doing, but the librarians encountered are definitely aiming at permanent book service. Lest this should be regarded as purely in their own interest, it should be noted that they are giving hours of time which are not required and more than they can afford from their slender resources to develop the work they have undertaken.

Increased support for the state library commission at the next session of the state legislature seems a definite possibility in view of the statewide response to the commission's undertakings and the friendliness of individual members of the legislature. Corresponding local support seems also probable in view of what is now being given. The immediate need, of course, is for books to



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hold and strengthen the popular interest which has been aroused until the gains which have been made under this useful and desirable work relief project can be permanently consolidated.

For a Good Time—a "Ridiculous Party"

(Continued from page 581)

them with "I've Been Working on the Levee." One of the men was called to jump the rope. Two others were opponents in a scooter race. Ten others responded to a plea for an orchestra and as they came forward each person was handed an instrument from the first grade rhythm orchestra equipment. They actually played an encore. Two or three stunts had been prepared the night before. Eight high school teachers did a square dance and then invited eight others to join and be their partners as they repeated it. Seven others gave a "Hill Billy" number and we called on Topsy and Eva to sing the popular number by the same name. They responded by trying to do a tap dance to it.

Hot dogs, pumpkin pie and coffee were served at the end of the program, and the party was voted, by the ninety teachers who attended, a great success!

Musical Arts

(Continued from page 587)

you any number of incidents where the children have learned to love the good music which at first did not appeal to them. Our manner of presentation must then be relied upon to hold our groups, but the effort we know is worth while for we are giving them music that will permanently enrich their lives. If you do not leave people with something more than you found them with, of what avail is the contact?

And so we in San Francisco are trying to teach the gospel of good music until we have reached as many people as our facilities will permit. We are trying to make music a real democratic art expression and not one for the favored class alone. And as we offer a musical experience in our recreational program it is one that can actually be participated in; it is one that is educational as well as recreational, and it is one that adds to the character and enriches the lives of those with whom we come in contact.

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New Books in the Leisure Time Field

Children of the New Day

By Katherine Glover and Evelyn Dewey. D. Appleton-Century Company, New York. $2.25.

THIS study began as an effort "to present some of the trends and to interpret some of the thoughts and facts brought together by the experts" of the Committees for the White House Conference on Child Health and Protection, held in Washington in November, 1930, and the Medical Section Conference of the following February. But the selection of facts and trends to be presented depends upon an educational point of view and a discrimination which make of the book a basic philosophy for the rearing of the whole child according to liberal and progressive ideals. From the forward-looking title to the last paragraph with its vision of "builders of a new kind of world, bringing order out of confusion, and beauty out of chaos," the authors have shown a poignant sympathy with children and a decided creed for the building of environment for the utmost development.

Beginning with a presentation of the changing world which faces the oncoming generation, the authors by quotation, abstract, and analysis show the pattern of growth and give principles for mental, physical, and emotional development. Chapters on the Home, the Community, the School, and Recreational Needs and Opportunities round out the discussion. Readers of *Recreation* will find in the chapter called "On Their Own: Play and Adventure" a warm, almost indignant, challenge of a world so organized that even play is intruded upon.

The Choice of a Hobby

Compiled by Anne Carroll Moore for Compton's Pictured Encyclopedia. F. E. Compton and Company, Chicago, Illinois. Free.

APTLY named "A Springboard for Personal Adventure," this catalogue of books on hobbies gives a unique descriptive list of books offering inspiration and guidance to hobby riders and hobby hunters. Many types of hobbies are listed from stamps to camping.

Good Reading

National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois. $.15.

THERE are listed in this pamphlet and briefly described 900 books significant for present day readers. Most of them are obtainable for one dollar or less. There are three interesting special lists: (1) 100 outstanding books of world literature; (2) 50 books most often recommended on the reading lists of 55 colleges; (3) 50 books most frequently mentioned on lists of favorite books from 1,638 students in 53 colleges.

The Art of Walking

Edited by Edwin Valentine Mitchell. Loring and Mussey, New York. $1.75.

AN anthology on walking, this little volume contains essays on walking by such authorities as Charles Dickens, Christopher Morley, William Hazlitt, George Gissing, and Dr. John Finley. It is a delightful compilation of opinions and experiences about walking real and imaginary, and walks in city and country, hills and plains.

Try Something New

The Girls' Friendly Society, 386 Fourth Avenue, New York.

THIS attractive series of program suggestions is designed primarily for Girls' Friendly members and other groups of girls but it will be helpful for all recreation workers. There are four pamphlets in this "Try Something New" series: *Have a Dramatic Workshop; Make Reading Your Hobby; Inexpensive Handcrafts; Games for Grown-Ups.* The cost of each section is 10 cents; the four sections together may be secured for 35 cents.

Hiker's Guide

By Ben Solomon. Leisure League Little Book Number 15. Leisure League of America, 30 Rockefeller Plaza, New York. $.25.

IN the 96 pages of this illustrated booklet has been packed a vast amount of practical knowledge of hiking. The subject headings tell just how practical the suggestions offered are: *Before We Start; What Do We Wear; On the Trail; When Do We Eat; Special Hikes; Trail Safety and Health.* The appendix contains map sources and food check lists. Every recreation library should have this booklet, which is, in every sense of the word, a real guide.

Ten Plays from O. Henry

Dramatized by Addison Geery Smith. Samuel French, New York. $1.50.

IN dramatizing these plays for amateur theatricals, Mr. Smith has tried in every way to retain to the fullest the spirit of O. Henry. The characters are delineated as O. Henry desribed them and much of the dialogue is that of the original, although the requirements of stage presentation made it necessary to alter some of the situations and settings. The staging of the plays, Mr. Smith points out, should not be difficult. Simplicity is the keynote and a cyclorama, screens or a neutral background will suffice.

Diversions and Pastimes.

Compiled by R. M. Abraham. E. P. Dutton & Company, New York. $1.75.

Many recreation workers are doubtless familiar with the author's previous book, *Winter Nights Entertainments,* published in 1932. The second book on the subject of entertainments comes in response to a demand for "more of the same kind." So here are baffling card tricks, paper folding puzzles, coin and match tricks, string tricks, knots and splices, games of knack and agility, problems and a variety of entertaining diversions.

Modern Housing.

By Catherine Bauer. Houghton Mifflin Company, Boston, Massachusetts. $5.00.

"Modern Housing," states the author in her introduction, "provides certain minimum amenities for every dwelling; cross ventilation for one thing; sunlight, quiet and a pleasant outlook from every window; adequate privacy, space and sanitary facilities; children's play space adjacent. And finally it will be available at a price which citizens of average income or less can afford." That the United States is almost totally lacking in dwellings which answer this description while Europe since the war has erected at least 6,000,000 dwellings which by and large constitute modern housing is a sad commentary on our failure to plan. With the assistance of the Carnegie Corporation, Miss Bauer has studied the finest examples of European housing in the light of their application to the United States, prefacing her study with a detailed survey of the failures and accomplishments of the nineteenth century and the pre-war era. The book is particularly timely in view of the important low price housing projects being considered by the government. Over 200 illustrations accompany the text.

Living and Learning.

American Association for Adult Education, 60 East 42nd Street, New York City.

This "brief aid to the seeker after adult education" is designed for the use of the individual who wishes to continue his education and for club leaders. It tells in concise form where to go for help in planning working programs, outlines the aids offered by national agencies and gives briefly the information everyone should have about the American Association for Adult Education, together with excerpts from a few articles which have appeared in the Journal of Adult Education. A single copy of this booklet may be obtained free. Prices on quantity orders are—2 to 24, $.10; 25, $2.00; 50, $4.00.

Linoleum Art.

By John E. Williams. New Jersey State Home Print Shop, Jamesburg, New Jersey. $.25.

This booklet was printed as a project lesson in printing and gives the procedure used by the class on the cutting and printing of linoleum blocks. It has been written with the idea of placing in the hands of instructors and students simple material on this new art. It suggests the tools and materials to be used and describes the step by step processes involved.

Volunteer Values.

By Ruth M. Dodd. Family Welfare Association of America, 130 East 22nd Street, New York. $.30.

While this booklet has to do with volunteer service in the family welfare field, there are suggestions on the contribution of the volunteer and ways in which he may be recruited and serve which will be of help to the recreation field.

Christmas and the New Year.

By Nina B. Lamkin. Samuel French, 25 West 45th Street, New York City. $.50.

In compiling this program material from many different lands, Miss Lamkin has had two things in mind—first, that the material shall be worth while from a cultural standpoint, and second, that it will have large enough variety to satisfy the many program needs of the holiday season. In this small book she has brought together a wealth of material, including quotations, customs, music, folk lore, stories, poems and definite programs. A number of very valuable bibliographies are given.

Arbor Day—Bird Day.

Bulletin 82. Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg.

Many of our states have set aside one day a year to celebrate as Arbor Day or Bird Day. To aid school and community groups in arranging programs the Department of Public Instruction at Harrisburg, Pennsylvania, has issued an attractive pamphlet suggesting activities, programs and source materials. The program suggestions have been adapted to the various grades.

The Younger Set.

Issued by McCall's Magazine, Dayton, Ohio. $.10.

This attractive booklet contains suggestions for parties which young people in their teens will enjoy. Six parties, most of them dress-up ones, are described.

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